

Fall 2020 PD Sessions (All Sessions Online)

Thursday, September 24 7 – 8:30 PM (information session)

Reimagining our work (ROW) invitation

Sometimes there are opportunities that seem too good to be true but aren't. The Reimagining Our Work Initiative (ROW) is one of those opportunities. Led by a group of eight conveners, including Margie Carter and Ann Pelo who you may know because of their visits to Nova Scotia, ROW is operationally supported by Exchange Press. The conveners seek to create spaces for new and transformative conversations about early childhood education. These conversations will pop-up all-over Canada and the US. Groups will be facilitated by pedagogical leaders who are invested in a study-for-action approach to bringing equity, play-led learning, and a cycle of inquiry to life in early childhood classrooms.

Drawing inspiration and focus from a book by Ann Pelo and Margie Carter - *From Teaching to Thinking: A Pedagogy for Re-imagining Our Work* (2018) – the ROW Initiative seeks to reunite us with a joyful vision for children, childhood and ourselves. Inspired and challenged by the events of 2020 the ROW conveners want to support new conversations where a commitment to equity and social justice open the doors to new ways of thinking and being with children, with families, and with each other.

These conversations are meant to spark change as we rebuild our childcare systems. We are at a pivot point where pandemic investments in early childhood could lock us into old deficit-based views of childhood that focus on the future productivity of children or getting women back to work quickly, rather than focusing on children's learning and wellbeing.

ROW is informed by four guiding principles:

- Principle one: Embrace our humanity
- Principle two: Invite diverse voices and ways of thinking
- Principle three: Centre our work in social justice
- Principle four: Believe in educators

ROW meetings will bring together 6 to 10 educators who are committed to meeting and thinking together over a 10-month period. During meetings children's voices and stories will be woven into our conversations to inspire and ground us in our purpose; group members will be critical friends who reflect on their stories of practice and the readings with the support the facilitator. Learning will link to action, and participants will support and challenge each other to bring their ideas to life.

This is an invitation to learn more about the ROW Initiative with our three Atlantic facilitators. Liz Hicks, Susan Stacey, and Carrie Melsom invite you to join us for a preliminary conversation about ROW and next steps for getting started (September 24, 7 to 8:30 PM). ROW participants are eligible for a 20% discount on *From Thinking to Teaching* when they order through Exchange Press.

Registration Link: <https://www.eventbrite.ca/e/reimagining-our-work-row-information-session-online-tickets-120524916269>

Tuesday, October 6 (7-9 PM)

Getting Ready for Rough and Tumble Play (2 hours)

This two-hour session will provide participants with information about the value of a wide variety of play types and their importance in child development. Most of the session will focus specifically on rough and tumble play – how to set up spaces for it, talk with children and parents about it, and be more comfortable making decisions about when to get involved or stop various types of play. The session has been updated to help participants consider the implications of COVID-19 in outdoor rough and tumble play.

Presenter: Tanya Moxley is an ambassador for the importance of unstructured loose parts play for children’s successful growth & development. In 2015, while working with the Halifax Regional School Board’s Excel program for Before & After School Care, she was invited to introduce the ‘loose parts play’ concept to 18 Excel programs. The success of that venture has turned into a small business providing loose parts adventure play sessions for child care centres, day camps and after-school programs, as well as offering professional development for educators and recreation staff, and support to parents in letting their children take on more risk. Tanya has completed the Playworker Development Course, through Pop-up Adventure Play in the UK.

Registration Link: <https://www.eventbrite.ca/e/getting-ready-for-rough-and-tumble-play-online-registration-120534163929>

Wednesday, October 14 & October 21 (7:00 – 9:00 PM)

Capable, Confident & Curious Module 7 - Pedagogical Documentation; the What, Why, and How (2- part series 4 hours)

Documentation makes children’s learning, ideas, thinking and strategies visible, and serves to communicate to others – parents, colleagues, the community – not only what is happening in our setting, but how, and why the documented play or event is important. It is a crucial part of reflective practice and ongoing professional learning for educators, and a way to revisit past events with children.

In this module, through examples, discussion, and hands-on work, participants will:

- Be introduced to the many forms of documentation, and which type to use in which situation
- Understand the difference between display, documentation, and pedagogical documentation
- Discover tools that will assist in developing documentation as a regular part of their day
- Understand the multiple ways in which documentation can be used: Communication, Reflection, Planning-next-steps, Revisiting with Children

Registration Link: <https://www.eventbrite.ca/e/capable-confident-curious-module-7-2-part-series-online-registration-121234332151>

Tuesday, Oct 13, 20, 27 & Nov 3 (7 – 8:30 PM)

Supporting Identity and Representation in Our Classrooms: A Reflective Practice Approach (4-part series 6 hours)

In this workshop series we will define identity and talk about how to discern and affirm identities in young children. We touch on what intersectionality means for young children and finally use a practical eye and consider the ways we respect and provide space for expansive identities through classroom materials, classroom discourse, promoting children's peer relationships, and informing and evolving our own internal perspectives. As the sessions unfold, we will assess, learn, create, and reflect. Between sessions participants will have opportunities to try ideas in their own classrooms and then share their progress.

Session One: Supporting identity and Representation in Our Classrooms a Reflective Practice Approach

Session Two: Creating Environments for Positive Identity Development (books-materials-discourse)

Session Three: Creating Environments for Positive Identity Development (peer relationships-play)

Session Four: Looking Ahead: Making, Growing, Evolving – An Action Plan for Continued Development

Presenter: Ron Grady (MS Ed) is an early childhood educator with a passion for child-centered and constructivist methodologies. He encourages children to learn through art, nature, and play and enjoys exploring the ways that these connect to deep processes of creative, personal, and academic inquiry. He began working with children in undergrad, where he worked on projects focused on children's social and cognitive development. As he made repeated visits to his institution's lab school, he found himself drawn to the life he found within the classrooms and ever since then he has been devoted to integrating these two loves.

Registration Link: <https://www.eventbrite.ca/e/supporting-identity-and-representation-in-our-classrooms-online-series-registration-120552041401>

Thursday, October 15/November 19/December 17 (7 to 8:30 PM 3 parts 6 hours)

Let's Talk About Practice: ECEs Reflecting Together

Join Olha Khaperska for some reflective conversations inspired by Exchange Press. Participants will receive a short article related to a particular aspect of practice to read prior to the chat session. During the chat you'll be invited to share views and stories while engaging with other participants in a series of reflective questions. At the end of each session you will have an opportunity to commit to an action step that will help you bring the related practice to life in your classroom. Topics for the first series are: Yes Environments; Rethinking Sharing; and Exploring Consent and Power in Preschool.

Presenter: Olha Khaperska is a consultant who created [Beautiful Classrooms](#), a classroom makeover service, to help teaching teams implement positive changes in their learning environments. She draws

on her experience in advertising, publishing, lighting and knitwear design together with her knowledge of early learning that was tested in various classrooms.

Olha has a degree in Management, an ECE diploma from the Nova Scotia College of Early Childhood Education, and an Early Childhood Administrator Certificate. She currently works as a Lead ECE in the Pre-Primary program and pursues her Master of Education degree in Studies in Lifelong Learning at Mount St. Vincent University.

Registration Link: <https://www.eventbrite.ca/e/lets-talk-about-practice-eces-reflecting-together-online-series-registration-121018667091>

Wednesday, November 4 & 18 (7 to 8:30 PM 2-parts 3 hours)

Fostering Friendship in the Classroom

In this workshop we will discuss strategies for fostering friendship skills as an important part of building Social Emotional competencies in our classrooms. We will dig into three main ideas that help engage children in supporting one another during daily routines in our classrooms. Using a Covid lens, we will look at how to support pre-schoolers through challenging moments and how to promote positive peer interactions during difficult times. A link to the article, *You've got to have Friends*, will be shared via email prior to the first session.

During part two we will use a reflective process and collaborate on our implementation of newly acquired practices for positive peer skill development. As a larger group we will discuss and bridge these new concepts to the Nova Scotia Curriculum Framework.

Presenter: Andrea McDonald currently works at NSCECE as a Pyramid Model Coach. She is trained in Pyramid Model practices and provides practice-based coaching to Early Childhood Educators. Her passion is working collaboratively with educators in providing positive play-based learning environments. She has experience working in the field for 29 years in a variety of roles. As an Early Childhood Educator Andrea's passion is continuous learning.

Presenter: Elaine Cadieux received her Bachelor of Arts in Child Studies from Concordia University and has been involved in the field of Early Childhood Education for 10 years. Currently, Elaine is working with NSCECE as a Pyramid Model Coach. As a coach, she supports Early Childhood Educators to create and implement programming around Social Emotional development, while strengthening their reflective practice. As an ECE, Elaine believes a growth mindset is essential to guide learning as a lifelong journey.

Registration Link: <https://www.eventbrite.ca/e/fostering-friendship-in-the-classroom-online-series-registration-120562378319>

Thursday, November 12/Tuesday, November 24/Thursday, December 3
(6:30 to 9:00 PM 3-parts 6 hours)

Teacher Talk: Encouraging Language Development in Early Childhood Settings

This session is perfect for those seeking powerful and practical strategies and routines to enhance their classroom learning environments. The Hanen Centre's series of three, one-day *Teacher Talk* Trainings

introduces Early Childhood Educators and paraprofessionals to information and strategies that help them provide a rich and inclusive language learning environment for young children (birth through primary) in classroom/early childhood settings. The content of the trainings is drawn from the research-based program, *Learning Language and Loving It*. Each participant a write-in workbook summarizing the training content and offering space for notes and the creation of an Action Plan, based on the strategies that have been taught, as part of the registration fee.

Encouraging Language Development in Early Childhood Settings – addresses how to use play and daily routines to create enriched, interactive language-learning environments that include all children – those who have special needs and language delays, those who are second language learners, and those who are typically developing. By the end of this module, participants will be able to design an Action Plan for children who are challenging to interact with in their classroom. There is a pre-training assignment activity for this module. This module lays the foundation of the Hanen approach and is a mandatory pre-requisite for other Teacher Talk modules.

Brenda MacKay is a speech-language pathologist with the Halifax Region Center for Education. She is a trainer for the Hanen program and has worked in early childhood classrooms for many years. She currently consults in classrooms with children who have communication challenges.

Registration Link: <https://www.eventbrite.ca/e/teacher-talk-encouraging-language-development-online-series-registration-121025968931>

Tuesday, November 17 & Wednesday, November 25 (7 to 9:00 PM 2- parts 4 hours)

Capable, Confident & Curious Module 7 - Pedagogical Documentation; the What, Why, and How (2- part series 4 hours)

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Registration Link: <https://www.eventbrite.ca/e/capable-confident-curious-module-7-2-part-series-online-registration-121237222797>

Tuesday, December 1 (7 – 9:00 PM, 2 hours)

Refining Cultural Sensitivity Skills in Early Childhood Education

Cultural sensitivity is a set of skills that enables effective communication, intervention, and interaction with people from different backgrounds. These skills include the ability to identify one's own cultural values and biases, awareness of the diversity of cultures and values as well as consideration and respect for this diversity. Practicing cultural sensitivity enables educators to provide support and deliver activities to different groups with an empathetic and inclusive attitude. This session is designed to help early childhood educators to improve their cultural sensitivity skills when interacting with families/children and developing curriculum.

Presenter: Juliana G. Pontes is a Social Worker since 2005. She came to Halifax in 2016 as an international student and has been working supporting post-secondary students in mental health and academic skills since then. Juliana is a graduate from University of Brasilia, Brazil (Bachelor of Social Work), University of Barcelona, Spain (Master of Women and Gender Studies), and Dalhousie University (Master of Social Work). She loves watercolours and cats.

Registration Link: <https://www.eventbrite.ca/e/refining-cultural-sensitivity-skills-in-early-childhood-education-online-registration-121036390101>