



FRIDAY, FEBRUARY 16, 2024

9AM-3:30PM

**GEORGES P. VANIER
SECONDARY SCHOOL**

Optional **Tour of Today N' Tomorrow Learning Society**
Vanier-based programs at **3:30pm - 4:00pm**

PRESENTED BY:



PacificCARE
Family Enrichment Society



FUNDING THANKS TO:



Our keynote this year is Jodie McDonald, MSW RSW

“Staying Well in our Work”

MORNING WORKSHOPS

A1: Restorative Self-Care for Sustainable Practice

A2: Regulating Through Mindful Connection

A3: Positive Approaches to Behaviour by Embracing a 3R (reflective, responsive, reflexive) environment

A4: Weaving Together in the Health and Wellbeing of Children with the Health and Wellbeing of Land

A5: Respectful Practice for Childcare Professionals

A6: Thinking with Materials: re-envisioning curriculum in early childhood education

AFTERNOON WORKSHOPS

P1: Culture and Diversity in early years settings, does your program check the box?

P2: Nature-Based & Child-Led Programming

P3: Positive Approaches to Behaviour by Embracing a 3R (reflective, responsive, reflexive) environment

P4: Weaving Together in the Health and Wellbeing of Children with the Health and Wellbeing of Land

P5: Respectful Practice for Childcare Professionals

P6: Thinking with Materials: re-envisioning curriculum in early childhood education

VENUE & TECH SUPPORT:



Questions? Email

cvchildcareconference@gmail.com

This initiative originated from the work of the Comox Valley Child Care Advisory:

**INDIVIDUAL ONLINE
REGISTRATION BEGINS
WEDNESDAY,
JANUARY 10TH, 2024
AT 6PM
FIRST COME, FIRST SERVED**

REGISTRATION LINK

- EACH individual participant will be required to register themselves online to secure their place. First come, first served.
- The conference has a **strict capacity of 165 community participants**, once this limit is reached, registration will close.
- When registering, **participants will need the following:**
 - Full name
 - Personal Email
 - Postal Code (required by funder)
 - Professional Designation (ECE, ECEA, Responsible adult, etc.- required by funder)
 - Comox Valley workplace name
 - Prepared to enter 1st, 2nd and 3rd choices for both morning and afternoon workshops



MORNING WORKSHOP DESCRIPTIONS

A1: Restorative Self-Care for Sustainable Practice

Self-care can help prevent burnout and compassion fatigue, but not all forms of "self-care" are restorative and helpful. Sometimes the responsibility of self-care can become an additional burden in difficult times, leading us to choose performative activities that don't fully address the stress cycle, and become "one more thing" we have to do. As loss and grief continue to arise in our work, it's more important than ever to have language and skills to recognize when we need to care for ourselves, and how to move back to a state of regulation, safety and connection. In this workshop, participants will learn how to personalize self-care practices, and to distinguish between restorative and performative self-care. We'll learn to identify 'stress cycles' in our personal and professional lives, and examine the link between these cycles and burnout. With reference to self-compassion and boundary practice, we'll do a deep dive into the real work of caring for ourselves when our job is to care for others.

Facilitator: Jodie McDonald, MSW RSW

Jodie McDonald is a counsellor in private practice on Vancouver Island, specializing in Integrative Body Psychotherapy (IBP). Jodie has over 20 years' experience in the non-profit sector, has taught at Vancouver Island University, and facilitates professional development workshops throughout BC, specializing in boundary practice, self-care, and wellness education for helping professionals and caregivers.

A2: Regulating Through Mindful Connection

Often, it's discussed that children are 'disregulated' or needing to 'self-regulate' when we are having a challenging time. These discussions often focus on children's internal processes, skill development or developmental tasks. People look for tools or tricks that can bring a child into a more regulated space. Interestingly, what we know about children is that their ability to self regulate comes when they have co-regulating adults who are connected and aware of their own regulatory processes. You as a child care provider are the best strategy anyone could ever come up with! The goal would never be to completely self regulate on their own – humans corregulate across their life spans. We will discuss how we as the big humans in the interactions have a large amount of influence on children's ability to feel safe, calm enough, and ready to engage in our childcare environments. Spoiler – it starts with being attuned to your own nervous system!

Facilitators: Lindsay Friis and Jen Kennedy

Lindsay Friis is a Supported Child Development / Aboriginal Development Program Lead at the Comox Valley Child Development Association (CVCDA). Jen Kennedy is an Occupational Therapist and the Early Intervention Program at the CVCDA.

A3: Positive Approaches to Behaviour by Embracing a 3R (reflective, responsive, reflexive) environment

This workshop is not to provide specific strategies for behavioural support, but to instead create a shared frame of reference for understanding behaviour- one with children's well-being and self-regulation at the center, shifting away from compliance related outcomes. Participants can expect to walk away with a toolbox of ideas to bring back to reflect in their unique spaces with.

Presenter: Carrie Nahorney, ECE, Manager of Early Learning and Child Care, Pacific Rim Children and Families, SD70 Pacific Rim. Passionate about the formative years of human development. Fueled by a deep commitment to nurturing the potential within each child, she believes in the immense impact that early education has on shaping not only our children's lives but the world in which we live. Recognizing the significance of these formative years, she is dedicated to creating an enriching and supportive environment where every child can flourish, laying the groundwork for a bright and promising future.

MORNING WORKSHOP CONTINUED

A4: Weaving Together in the Health and Wellbeing of Children with the Health and Wellbeing of Land

Cree Elder, Mr. Joseph Masty* asked: 'If the land is not healthy, then how can we be?' Medical Health Officer with Vancouver Island Health and a member of Stz'uminus First Nation, Dr. Shannon Waters says: 'We are the land, and the land is us.' Indigenous worldviews include ethics of respect, reciprocity, and responsibility to the land and other beings inhabiting the land. Inspired by these worldviews, in this session, you will be invited to engage with critical questions such as, how do early childhood educators create a culture of health and wellbeing that includes the land (as well as air, water) and other beings through our pedagogical practice? Can we generate kinship ties and fellowship with all our relations? With the creation of respectful, reciprocal relationships with the land will children grow & learn in a healthier way? These questions are aimed to open up a conversation where health and well being become complex dynamic processes closely related to cultural values and the kind of choices we make in our daily practice.

(*Mr. Joseph Masty is cited in Adelson, N. (2000). 'Being alive well': Health and politics of Cree well-being. University of Toronto Press).

Facilitators: Sheila Grieve (ECEC Vancouver Island University) & **Danielle Alphonse** (ECE BC Regional Innovation Chair in Aboriginal Early Childhood Development VIU)

A5: Respectful Practice for Childcare Professionals

What is respect in Early Childhood? During this workshop, participants will take a closer look at what respectful practice means in childcare environments. Through this, participants will gain a deeper understanding of Child Development, Developmentally Appropriate Practice, Conflict Resolution in Childcare, Respect in Play, and the Educators Role. This workshop will shed insight on important aspects of working with infants and toddlers, but can be adapted for children of all ages. Participants will engage in group discussions throughout the seminar to fully embrace the information shared.

Facilitators: Mindful ECEs (Emma Billman & Catheryn Brule)

Catheryn and Emma created Mindful Early Childhood Educators as a way to share their knowledge and learning with fellow ECE's. Their passion for creating safe and enriching environments for children is what brought them together and empowered them on this journey to create quality and affordable Professional Development Opportunities. Emma graduated from Vancouver Island University in 2017 with a speciality in Infant & Toddler Care. Emma is a Play-First Advocate and practises RIE, Conflict Resolution, Child-led practice in her program. Catheryn has been in the field well over 10 years and has become an advocate for child-led practices. Catheryn's niche is conflict resolution and creating emotionally safe environments for adults and children.

A6: Thinking with Materials: re-envisioning curriculum in early childhood education.

This workshop will bring into conversation how thinking with the intra-active agency of materials might foster a re-envisioning of curriculum in early childhood classrooms. I will share glimpses of my work as an Early Childhood Pedagogy Network (ECPN) Pedagogist in various early childhood centres and engage with the BC Early Learning Framework (Engaging with Others, Materials, and the World). The sessions will draw on concepts offered in the book Encounters with Materials in Early Childhood Education by Pacini-Ketchabaw, Kind & Kocher (Routledge, 2017). Participants will be invited to actively engage with arts materials to collectively consider the relation between materials and curriculum making. Through engaging directly with materials, participants will be offered an opportunity to explore the agency of materials, their diverse and intra-active characteristics, and to consider the important role materials play in creating curriculum with children.

Presenter: Shirley-Ann Royer

As an Early Childhood Pedagogy Network Pedagogist my diverse life experiences and background in visual arts combine in my commitment to shifting perspectives through aesthetic languages. I am committed to working with children, educators, and families to find the extraordinary and the meaningful in everyday relations with each other and the world, including the more-than-human.

AFTERNOON WORKSHOP DESCRIPTIONS

P1: Culture and Diversity in early years settings, does your program check the box?

Have you ever wondered just how much Culture and Diversity you have included in your childcare environment? This workshop will explore what exactly is meant by 'Culture' and 'Diversity'. We will take some time to talk about bias and comfort levels of Educators/Care providers in your environment. We will go over a checklist that will highlight every area of your childcare setting (whether you are a traditional childcare setting or a non-traditional setting such as an outdoor centre) that will provide you with information to help along your journey of becoming truly inclusive. We will leave you with some amazing resources to continue your commitment in providing the best culturally supportive and diversely inclusive setting that children, families, and staff will love being a part of!

Facilitators: Angie Carter and Heather Grealey

Angie Carter and Heather Grealey are both consultants for the Aboriginal Supported Child Development program, both individuals are BIPOC.

P2: Nature-Based & Child-Led Programming

Of the many schools of thoughts and philosophies we pull from (Waldorf Education, Montessori Education, the Reggio Emilia Approach, 8 Shields and Coyote Mentoring), most of all, we follow the Forest and Nature School Model, which consists of 2 essential components: (1) Nature-Based and (2) Child-Led. Nature-Based Learning or Place-Based Learning, visiting sites with regularity throughout seasonal changes instills a deep connection of the land in the children, as well as an understanding of how the cyclical nature of the year works. Child-Led learning is the process in which children lead their own experiences. Their play is guided by their own interests, passions, motivations, beliefs, safety and comfort, and learning is enriched when educators take that lead and incorporate it into their lessons. If this type of learning sparks your fire, come spend a fun and adventurous morning with us and learn how you can incorporate these essential components into your program to offer early years children deep and meaningful outside play! **Presenter: Jarrett Krentzel** is the Founder/Director of Hand-In-Hand Nature Education. He has over 20 years of experience teaching environmental education and outdoor learning from preschools to universities in British Columbia, Yukon, New York, Oregon and California. He is a member of the BC Nature's Education Committee, Outdoor Early Learning Association of BC, Comox Valley Nature Educators and PLAY Comox Valley.

P3: Positive Approaches to Behaviour by Embracing a 3R (reflective, responsive, reflexive) environment (repeat of workshop A3)

This workshop is not to provide specific strategies for behavioural support, but to instead create a shared frame of reference for understanding behaviour- one with children's well-being and self-regulation at the center, shifting away from compliance related outcomes. Participants can expect to walk away with a toolbox of ideas to bring back to reflect in their unique spaces with.

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AFTERNOON WORKSHOPS CONTINUED...

P4: Weaving Together in the Health and Wellbeing of Children with the Health and Wellbeing of Land (*repeat of Workshop A4*)

Cree Elder, Mr. Joseph Masty* asked: 'If the land is not healthy, then how can we be?' Medical Health Officer with Vancouver Island Health and a member of Stz'uminus First Nation, Dr. Shannon Waters says: 'We are the land, and the land is us.' Indigenous worldviews include ethics of respect, reciprocity, and responsibility to the land and other beings inhabiting the land. Inspired by these worldviews, in this session, you will be invited to engage with critical questions such as, how do early childhood educators create a culture of health and wellbeing that includes the land (as well as air, water) and other beings through our pedagogical practice? Can we generate kinship ties and fellowship with all our relations? With the creation of respectful, reciprocal relationships with the land will children grow & learn in a healthier way? These questions are aimed to open up a conversation where health and well being become complex dynamic processes closely related to cultural values and the kind of choices we make in our daily practice.

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P5: Respectful Practice for Childcare Professionals (*repeat of workshop A5*)

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P6: Thinking with Materials: re-envisioning curriculum in early childhood education. (*repeat of workshop A6*)

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