



Address: 8155-79 Ave NW Edmonton AB. T6C-0P9 Ph: 780 448-1301; Fax: 780 461-0351

Email: office@northaltacare.com Website: www.northaltacare.com



Northalta Community Donations



Thank you to Educators, families and Northalta staff for your kind donations to the **Paws in**

Need Animal Rescue Society. The society rescues stray, homeless animals from many different situations. The Paws in Need Animal Rescue Society appreciated the variety of items donated. Visit their website for information on future fundraising events throughout Edmonton and area.

www.pawsinneedanimalrescue.com or Facebook page <https://www.facebook.com/PawsInNeedAnimalRescue/>



Save the date

Northalta Parents & Educators,



You are invited to the Northalta Tree Day Celebration
Saturday, September 7th, 2019, 9:30 a.m. - 12p.m.

To acknowledge National Tree Day, Northalta will be hosting a tree planting & food forest event at the Root for Trees, Oxford Storm Water Pond site located at 130 St & 164 Ave. This event is in cooperation with Root for Trees, Edmonton's tree planting initiative.

*A food forest is a self-sufficient perennial planting of native, food-producing trees and shrubs.

Check your email for the invitation.
We look forward to seeing you there!

Educator Recruitment Incentive

"Word of mouth" advertising is the best form of advertising for a company, so.... Northalta is excited to offer an **Educator Recruitment Incentive** from June 1st – September 30th, 2019.

Northalta Educators and parents (current) will receive a \$100.00 cash incentive when they refer* a friend to open a day home with the Agency.

Benefits of being a Day Home Educator:

- Contribute to your family's income
- Guaranteed pay for days worked
- Flexibility to choose your own rate/hours
- Support of trained agency staff
- Be at home with your children

Additional Benefits:

- Government subsidy for children who qualify
- Accredited Agency payment top up

Please contact Northalta at 780-448-1301 or apply on our website -

www.northaltacare.com

We look forward to welcoming new Educators to Northalta!

*Terms and conditions apply



The summer edition of the *Contact Newsletter*, looks at child care, highlighting content taken directly from Healthy Parents Healthy Children: The Early Years. Many questions parents have about child care are addressed.

- ✓ dealing with separation anxiety
- ✓ planning for child care
- ✓ adjusting to child care

Healthy Parents Healthy Children: The Early Years is a resource that caregivers and parents can count on for up to date and trustworthy information on almost every topic you can think of regarding infants and preschoolers.

<https://www.albertahealthservices.ca/assets/programs/ps-5834-contact-nls-summer-2019.pdf>



Educator's Birthdays

*Alicja P. *Maimoona Q. *Nieves R.

August 2019



Educator's Anniversaries

*Suzana K. - 24 yrs. *Rosamaria R. - 19 yrs.
*Raman B. - 3 yrs. *Iman G. - 2 yrs.
*Aisha O.A. - 2 yrs. *Ashleigh P. - 2yrs. *Durga D.- 1yr.

Sun	Mon	Tues	Wed	Thu	Fri	
Northalta Summer Hours – the Northalta office will be closed at 4:00p.m. on Fridays from July 5th -August 16th We will resume regular office hours, 8:00a.m. - 4:30p.m. on August 23rd.				1 Parent fees due	2	3
4	5 Heritage Day Approved Provider holiday; Northalta office closed	6 Parents: Late fee applies to unpaid childcare fees	7	8	9	10
11	12	13	14	15	16 Educator payment email sent	17
18	19	20 Educator payment email due BY 9:00a.m.	21	22	23	24
25	26	27	28	29	30	31



Upcoming Community Celebrations



August 5th – Heritage Day - In 1974 the Alberta Government declared the first Monday of August an annual civic holiday to recognize and celebrate the varied cultural heritage of Albertans.

August 3-5: Edmonton Heritage Festival — Admission to the world’s largest cultural festival is 100% FREE and includes 45 stages with cultural entertainment and over 70 cultural display tents from around the world. There are many activities and you can also shop for food, crafts, artwork and clothing from all over the world. William Hawrelak Park. www.heritagefest.ca

Aug.11-15 - Eid al-Adha – This is a significant annual Islamic observance for many Muslims in Canada. It is also known as the Feast of Sacrifice or Festival of Sacrifice as it commemorates Ibrahim’s (Abraham) willingness to sacrifice his son to God.

August 9-11: Cariwest Caribbean Arts Festival - The festival includes a colourful FREE Friday Night Costume Extravaganza Showcase starting at 7 pm. View a FREE Carnival-style parade downtown on Saturday, August 10 starting at noon. The Cariwest Caribbean Village is open on Saturday from noon to 11 pm and Sunday from noon to 9 pm with FREE live entertainment. Capital Plaza.

www.cariwest.ca



August 15–25: Edmonton International Fringe - Theatre Festival — More than 200 indoor and outdoor acts. Admission to the grounds and street performances are FREE (donations accepted). KidsFringe is FREE entertainment aimed at ages 0–12. Old Strathcona. www.fringetheatre.ca/festival

Visit https://www.edmonton.ca/activities_parks_recreation/documents/PricelessFunGuideSPRINGSUMMER.pdf for more information on Edmonton events and activities.

Accreditation – ‘It Naturally Happens’ Supporting children with special needs

To support a child with special needs, we could consider special needs are not only assessed conditions such as autism, developmental delays including speech and language, fetal alcohol spectrum disorder, and behavior concerns. If we broaden the definition, we recognize situations specific to a child like cultural background, family structure, and personality as special needs. Understanding each child’s unique, creates a day home environment that promotes inclusiveness. Educators meet **Standard 2.1** because it is **natural** to support and adapt activities to ensure all children feel included. Think about the variety of ways your day home is inclusive.

2.1 Childcare programs incorporate inclusive approaches that respect children’s diversity and value children’s individual needs and backgrounds.

d. Provide supports to families and children with special needs.

Children may have special needs that are not easily observable. Your awareness of their actions and words may guide you to noticing something is different and needs support.



≈ ***What color is that?***

As you go on your daily walk, you count vehicles and identify the different colors of them. The children are all shouting the colors and you note Lisa is saying pink instead of red. When you got back to the day home, you decide to take out some paints and again she calls the red paint pink.

✚ Write down your observation and discuss it with the parents.

They have noticed this also. The family follows up a few weeks later that Lisa is color blind and sees colors differently.

✚ Research color blindness and incorporate strategies into the day home.

≈ ***Mirror, mirror on the wall.***

You start a new baby in the day home, and she is exploring her environment enjoying the musical toys, blocks, stacking toys and books. After a few days you note she is not interested in mirror play. Understanding babies usually love mirrors, you’re a bit surprised. You discuss your observation with the parents, and they tell you they have cultural superstitions about mirrors and don’t let her play in front of them. You understand and respect this. They tell you they would appreciate if you didn’t encourage the mirror play either.



✚ After considering Nicole is the only infant, you move the mirror up, so it was not visible to her but still accessible to the other children.

✚ Explain to the parents the mirror was moved. They appreciate the respect for their culture and family.

e. Provide training and supports to childcare professionals working in inclusive environments and with children with special needs.

Parents should be the first ‘training’ resource on their children. They are often aware of experiences and situations that affect behavior and development. The community offers a variety of information sessions for families and people working in childcare. Within the childcare field there may be conferences and Agency training to participate in. Training is also delivered in different methods; workshops, webinars and online. Whatever the training subject or method, it is important to self-reflect on your training needs as well as the needs of the children. Share your training with the parents so they have insight to methods and strategies you are using with their child. This will assist you in delivering high quality childcare.



≈ ***I am sweet.***

Three-year-old Ela was recently diagnosed with Type 1 diabetes. The other children are curious why you are checking Ela's blood. Ela tells the other children, 'I am too sweet' to describe the extra sugar in her blood. You talk to all the families about inviting a nurse into the day home to discuss diabetes with the children. Everyone agrees this is a teachable opportunity.

- ✚ Contact your local health center and arrange a home visit. Invite the families to join the nurses' visit.
- ✚ Encourage questions. The answers should be understandable for the children.

≈ ***Why do they do that?***

After researching different self-training, you decide brain development would be valuable to you. You find the Alberta Family Wellness Initiative offers the Brain Story Certification training. The information discussed the brain develops in the early years and children's stress, environment and genetics. Some of the behaviors you observe in the children in your day home are part of brain development. The training created an awareness of when there may be a concern.



f. Thoughtfully modify the environment to support children's success.

As we observe the children, we may see some activities are more challenging. Why? Our observations will provide the answer. Do we need to move equipment and furniture in the setting, different kind of furniture, to modify the activity or all the above?

≈ ***I need space!***



You start a 16 month old Russ, in your day home. You notice he falls and trips often, at least 3-4 times a day. You talk to the family and they said he doesn't fall that often at home, maybe 1-2 times an evening.

✚ Recognize the difference between the family home and the day home setting; the amount of resources and toys, furniture and more children.

✚ Move furniture around and clear items that are easily tripped over. After a week in the updated setting, Russ is tripping less but there is still an issue with his balance. You continue to observe him and communicate with the family.

≈ ***I want to do dishes.***

Matt is a 3-year-old with autism. He participates in many activities with support. A regular activity the children enjoy is washing the dishes after kitchen play. Matt had difficulty balancing himself on the stool and slips off.

- ✚ Discuss strategies with the family. What do they do at home?
- ✚ Research kitchen stools. You find a variety of aids including the kitchen helper stool. This additional piece of equipment will help Matt stand at the kitchen sink safely and confidently.



≈ ***Painting for everyone.***



We set up a painting activity and the 3-year old children immediately grab sponges, brushes, string and rollers. The 2-year-old child follows the children, but we can see because of his developmental stage, the 2-year old is struggling with the fine motor skill of using the brush and string. Our observation and immediate reflection guide us to modify the activity.

- ✚ We offer different painting tools to the 2-year old.
- ✚ We set up ice cube painting for the 2-year-old. We include bigger brushes and large loose parts to paint because they are easier to grasp.
- ✚ Create a paint space for the 2-year-old close to the other children. She will benefit from observing the older children use the different materials.

Creating an environment that supports every child's interest and needs while acknowledging their diversity ensures we can help them reach their individual potential.