



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 Donation

Northalta's community initiative for July is the **Paws In Need Animal Rescue Society**. The Paws In Need Animal Rescue Society is a small, non-profit, animal rescue solely run by volunteers in the Edmonton and Calgary area. They rescue stray, homeless animals from many different situations. All their rescues are brought into foster homes where they are rehabilitated for health reasons, training or some much needed TLC before they are adopted to their 'forever' home.

If you have dog or cat items that you are no longer using and would like to put these items to good use, Northalta is accepting donations for Paws in Need:

- gently used or new collars and leashes
- blankets
- gently used or new dog or cat toys
- dog and cat food or treats
- pet beds
- pet dishes

The donations will be collected in a few ways:

- ✓ Northalta will be collecting items on our regular July visits to the day homes.
- ✓ Families can leave their donation with their educator and Northalta will collect the items.
- ✓ Families and educators can drop off items at the Northalta office – Monday to Friday 8:30 a.m.-4:30 p.m.

Paws in Need also conducts fundraising events throughout Edmonton and area. For more information about Paws in Need or for information on how you can donate or attend one of their events visit their website

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



Parent and Educator Information

Severe Weather

Summer is here and with it may come severe weather. Northalta wants to ensure the safety of Educators, children and families so please follow the advice of Environment Canada in these situations. It is important the children are calm and reassured by the Educators.

Northalta had its annual CS (Children's Services) file review visit in June. A Standard 10B home safety noncompliance was observed by the licensing officer. The non compliance was remedied by the Educator, the evidence was submitted and accepted by the licensing officer. We appreciate everyone's efforts to meet the standards.

In June, Northalta collected donations for the **Hearts for the Homeless, Purse Campaign**.

We presented the donated purses and other items to Lori from the Hearts for the Homeless organization on June 20th. Northalta thanks everyone for their generosity; Northalta staff, Educators, Educator's families, and day home families. Lori, the organizer, said she was overwhelmed at the number of items and what a wonderful group of women we are!



Visit the Hearts for the Homeless Facebook page to see her thoughtful post. <https://www.facebook.com/H4Hyeeg/>
To learn more, please visit their website <https://hearts4thehomeless.wordpress.com/2014/09/22/hearts-4-the-homeless-inspired-though-gratitude-abundance-and-giving-back/>





Educator's Birthdays

*Radhika P. * Tracy R.
*Ashleigh P. *Durga D. *Swati D.

July 2019



Educator's Anniversaries

* Carolina G.D. 2 yrs. * Maria G. 1 year

Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1  Approved Educator holiday; Northalta office closed	2 Parent Fees Due	3	4 Parents: Late fee applies to unpaid childcare fees	5	6
7	8	9	10	11	12	13
14	15	16	17	18 Educator payment email sent	19	20
21	22 Educator payment email due BY 9:00a.m.	23	24	25	26	27
28	29	30	31	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 23 rd .		

Upcoming Community Celebrations

July 1st - Canada Day - Canada Day is a celebration of Canadian history, nationalism and heritage. Canada became self-governing on July 1st, 1867. There will be celebrations and festivities around Edmonton on July 1st: The Legislature Grounds, Millwoods Park, the Edmonton Valley Zoo etc. You can enjoy fun and fireworks at one of the various locations in and around Edmonton like Beaumont and Fort Saskatchewan.

Visit [http: https://www.todocanada.ca/Canada+Day+in+Edmonton/](https://www.todocanada.ca/Canada+Day+in+Edmonton/) for more information.

There is a variety of festivals and activities in Edmonton during the summer including K - Days.

July 19-28: K-Days — Kick off the annual K-Days festivities in the right way with a FREE parade on July 19. Downtown (route to be confirmed). www.k-days.com

Visit the City of Edmonton Priceless fun guide for a list of events
https://www.edmonton.ca/activities_parks_recreation/documents/PricelessFunGuideSPRINGSUMMER.pdf



**Northalta appreciates the diversity of Canada and the wonderful opportunities our country offers.
Have a fun and safe Canada Day long weekend!**

Accreditation – ‘It Naturally Happens’ Reflection on your Program Plan

Our program plan for children is based on our observations of the children’s needs and interests. As we actively listen to the children participate in activities, we document our observations. Written notes, videos or pictures provide a variety of information for us to reflect upon and create a meaningful program plan.

Think about what you see children doing and trying to accomplish, what surprised you? How is the child approaching ideas, materials, and play experiences? Educators meet **Standard 2.4** because it is **natural** to watch children play, offer resources and assist if needed.

Standard 2.4 Childcare programs use observation, recording, and documentation to plan the program based on the needs, abilities, and interests of children and their experiences with families and communities.

g. Invite children to participate in the development of program planning, routines, and rules.

Children offer program planning ideas without saying a word. They will walk away from an activity after a few minutes, not participate at all or appear disinterested. Their nonverbal statements are as important as their verbal statements.

If we see an activity beyond their development level, we modify it, so they are interested and engaged which provides a positive outcome.

Every child reacts to a situation differently!



≈ We are on our daily outing after it rains and see a worm on the sidewalk.

Some children want to watch the worm, one child wants to step on it and another child is scared and starts screaming. What do we do? That is a lot of observations and reflection! Based on the different reactions, it may be best to leave the worm alone and continue the walk. But this experience is not forgotten and is a valuable opportunity. Teachable moments can not always be instantaneous. Some need

consideration and planning for the best outcome for every child. When we go on our next rainy-day walk, we can prepare the children by saying we are going on a worm hunt.

- ✚ Be prepared with fun tools like plastic worms, magnifying glasses and maybe tweezers and container for collecting worms and dirt
- ✚ Have books or videos about worms
- ✚ Finger puppets or a song about worms

Also discuss some guidelines:

- ✚ Be respectful of living things, discuss the benefits of worms and why we don’t step on them.
- ✚ While honoring the child’s fear, reassure them they have nothing to be scared of. Be with the child ensuring a comfortable distance for watching the worm.
- ✚ The children interested in the worm may want to hold it. If so, direct them on being gentle, not bringing it near the scared child and what the worm may do (crawl up their arm or not move at all.) Allow them time to observe it.

Chaos in the day home.

- ≈ You notice an increase in conflicts between the children aged 14 months – 6 years old. They are arguing who can play with them, the 3-year olds are hitting each other, and the baby is biting the other children. This is an opportunity to sit with the children and create day home rules and guidelines. Encourage their ideas to solve the issues. Let the children use their words and feelings and include them in the guidance policy.



E.g. Child's Feelings

I get mad when you hit me.
I hit you because you wrecked my tower
Don't bite me it hurts.
I'm sad when you don't let me play with you.

Guidance Policy could say

Gentle hands, hitting hurts
Respect each others' toys
When the baby is bites, ask for help
Include each other in games

I don't want to do that!

- ≈ As the children create homes for their collection of animals, we consider a program plan about animal houses. We assumed that was what the children would want so we research the information. As we talk to the children, they appear bored. We're confused because we thought they would be interested. building animal houses. The children say they wants to know what the animals eat for supper. As a group, we include the children in learning and create a meaningful learning plan about the eating habits of the animals

h. Document the references and resources used in planning for and with the children.

Where do we get our program planning ideas? Google, Pinterest, child magazines and other books. One of the most valuable resources is the children, their families and our community! By welcoming families and the community into our day home, we create unique opportunities and experiences for everyone! Wherever we get our ideas and resources from, we must document it. This will explain why we are doing what we are doing. It demonstrates how we listen to the children and it provides evidence to families, consultants and validators. It is also helpful for future reference.

This is my Auntie and she's a baker



- ≈ Sally tells her educator her auntie made her a cake. As the educator asked more questions, she learned the auntie is a baker at the middle eastern bakery. The educator talks to Sally's family and asks if the auntie can be a special guest at the day home and do cookie decorating with the children. The family is excited, and the visit is planned! Sally is so happy when her auntie arrives at the day home, she says this is my auntie and she's a baker. The other children are happy to meet Sally's aunt and now they want someone from their family to visit the day home too. The educator extends an invitation to all the families "my door is always open" she says. By welcoming families and the community into our day home, we create personal opportunities and experiences for everyone! Over the next few months the children had visits from a hairdresser, a nurse, bhangra dancer and cook!

i. Provide children with opportunities to share and display their learning.

Let the children lead program planning by providing time for them to share their interests with everyone. 'Show and Share' can be a spontaneous time for children to share their latest interest, special event and so on. Their interests could lead to a very interesting and unexpected program plan.

I picked berries!

- ≈ Noah's family went to a u pick farm to pick strawberries. When the educator was told she asked if they could send her the pictures so Noah could talk about the experience. Noah was shy and uncomfortable talking so the educator made it a sit-down conversation and asked questions. The child should not have to stand-up in front of everyone. As they talk about picking berries you may find another child has had a similar experience and wants to talk about it. This event could create a program plan about food and how it goes from the farms to our table.



- ≈ The children were making clay figurines and the educator wanted to display their work. This was tricky because she did not want to squish them. She used a shelf low enough the children could see their artwork and high enough the babies could not reach the clay figures.

- ≈ Children feel valued and their work is valued when we display their work. Consider putting frames on the wall and the children can put their art creations in the frame.



Look what I can do!

- ≈ The Educator noticed Ryan was becoming very skilled at somersaults. As she carefully observed the other children, she could see they were all accomplishing quite a variety of 'talents'. One of the children's painting activities was becoming more detailed, another child could build a high tower of wooden blocks, while another child could lace the lacing cards without missing a space. The educator decided to have a 'talent show' to showcase the children's new accomplishments. She invited all the families to the day home to enjoy the show. The children were very excited to show what they could do. One parent commented it was a great idea to have the show in April, as concerts and parent parties are often done at Christmas.

j. Monitor children's individual growth and development through documentation to share with parents.

Parents are usually unable to see the learning that happens in the day home. They sent pictures of berry picking, the child's artwork is displayed in the day home, they bake with a guest baker but the parents are not able to see the amazing adventure and learning that takes place in the process.

- ≈ Write a learning story. This story can be a combination of your observation, video and pictures. Imagine how surprised the parents would be to see all the children examining and learning about worms; using a magnifying glass, creating a worm farm. The learning story does not need to be lengthy; it needs to be meaningful.

Wayne the Worm and Chloe

We seen a worm on our recent walk. Chloe was scared, cried and would not go near the worm. We found books and read about worms and bugs and got some plastic worms and bugs to play with. When we went for a walk after the next rain, she sat close by me as the other children held the worm and looked at it. Chloe, feeling more comfortable, started to move closer to the other children and watched the worm crawl. She was proud of herself and said, "I'm not scared of worms, I'm calling the worm Wayne.

- ≈ Share pictures and videos with the parents. Pictures of their child having fun, brightens a parent's workday.
- ≈ Complete a developmental checklist and share it with the family. The Looksee Developmental Screening Checklist recognizes the milestones children are reaching.

Active listening, careful observation and documentation, guide us when planning meaningful activities and experiences for the children.