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Happy Educator Appreciation Day! - May 10th

Northalta recognizes the important relationship between the educator and families. Each family and educator is unique and work together to ensure the needs of the children are met. Also referred to also as 'Provider Appreciation Day' this special day recognizes child care providers, teachers and other educators of young children. Started in 1996 by a group of volunteers in New Jersey, Provider Appreciation Day is celebrated each year on the Friday before Mother's Day.

We can show our appreciation for the tireless efforts of our educators with flowers, a day off with pay, treating the day home to lunch or whatever ideas your family may have.

On behalf of Northalta, Thank you to all our child care educators for your ongoing commitment to the to quality child care and the families in your day homes.



In April, our donations efforts focused on the **Eco Station**.

Northalta staff donated everything from paint to fluorescent bulbs. We heard from educators they were happy to get rid of a variety of items from their homes also. We appreciate that less was put into the landfill and more given to programs that can appropriately dispose of items.



In May, Northalta will be making a different kind of donation... blood and plasma.

We are proud to support the efforts of Canadian Blood Services and their ongoing need for blood products. We know a variety of people need blood such as cancer patients, transplant recipients, accident victims etc. Northalta staff has donated blood and plasma before and look forward to donating again on May 16th.

We encourage Educators and families to consider donating blood. We appreciate everyone is very busy so make your donation at your convenience.

If you have never donated blood before and want information, visit the Canadian Blood Services website <https://blood.ca/en> and they will be happy to assist you.

Please send Northalta pictures from your blood donation!



Together, we are
Canada's Lifeline

Check out the Northalta Facebook page for more community donation information!



Educator's Birthdays

*Jenny L. *Saima M.
* Nicole C. *Moosrat S.

May 2019



Educator's Anniversaries

* Ruza A.- 1 year * Davorka K. -1 year
*Saba T. -4yrs *Sahar I.-6 yrs

Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1 Parents fees due	2	3 Parents: Late fee applies to unpaid childcare fees	4 AFCCA - Day Home Educator Conference
5 First Day of Ramadan	6	7	8	9	10 Educator Appreciation Day	11
12 Mother's Day	13	14	15 Educator payment email sent	16	17	18
19	20 Victoria Day Office closed Approved Educator Holiday	21 Educator payment email due BY 9:00a.m.	22	23	24	25
26	27	28 International Children's Festival of the Arts	29	30	31	

Upcoming Community Celebrations

May 5th - First day of Ramadan - Many Muslims in Canada fast during the daylight hours in the month of Ramadan. Fasting during Ramadan is one of the Five Pillars (fundamental religious duties) of Islam. It is a time of self-examination and increased religious devotion. The fast is broken with prayer and a meal called the *iftar* after sunset.

May 10th – Educator Appreciation Day is a day of recognition celebrated annually on the Friday before Mother's Day. Take time this month to show appreciation to your Educator by: sending flowers or a card of appreciation, give your educator a paid day off, purchase something for the day home or provide lunch for the group. Visit the Provider Appreciation Day website at <http://providerappreciationday.org/>

May 12th - Mother's Day is a day to express gratitude towards mothers and mother figures. Mother figures may include grandmothers, step-mothers, mothers-in-law, guardians, foster parents, and family friends. It is a time to thank those women who took the time to care for us.

May 20st - Victoria Day - The Monday before May 25 is Victoria Day, a statutory holiday. It is the official birthday of Queen Elizabeth II.

May 28st to June 2nd - International Children's Festival of the Arts - Everyone is welcome to explore the sights and sounds of this top-notch, annual kids' arts and culture extravaganza along the picturesque banks of the Sturgeon River in downtown St. Albert. For ticket information visit <https://stalbert.ca/exp/childfest/>



Northalta distributes child related information to Educators and Families. The information will be on children's issues, family health and safety.

"Contact" Newsletter—Spring 2019—AHS Childcare Initiative Newsletter –“For people interested in the health of preschoolers”. Visit <https://www.albertahealthservices.ca/assets/programs/ps-5834-contact-nls-spring-2019.pdf>

HEAL - (Health Education and Learning) program provides families across Alberta easily accessible, reliable information about common minor illness and injuries in children. The content provided in the HEAL program comes directly from the Pediatric Emergency Medicine experts at the Alberta Children's Hospital and Stollery Children's Hospital. <https://www.albertahealthservices.ca/info/Page12422.aspx>

Accreditation – ‘It Naturally Happens’ Guiding Children’s Behavior - Part 2

Child guidance has many considerations which is why we created ***Guiding Children’s Behavior - Part 2***. In the April Northalta Newsletter, we reviewed factors that affect children’s behavior; their age, level of development, temperament, experience, and family background and culture. It is important families and educators work together and discuss appropriate guidance strategies for the child. This includes looking at factors that adults can change. We also reviewed how educators meet accreditation standards with appropriate guidance strategies. Can you prevent some of the challenges in your day home? Have you discussed the issues with the family?

Educators meet Accreditation standards by implementing appropriate child guidance. Please review the standards below.

Standard 1.2 Child care professionals demonstrate respectful, positive interactions with children and guide them within a caring and nurturing environment.

e. Guide children’s behaviour using a continuum of developmentally and age appropriate strategies.

- ✓ Set up a child friendly environment, where the child will hear the word ‘yes’ more than they will hear the word ‘no’. E.g. ‘Yes you can have the chalk instead of no you can’t touch the glass vase.’ Consider moving the glass vase.
- ✓ Ensure children’s items and resources are accessible to them. This encourages independence and decision making skills.
- ✓ Create expectations that are positive and proactive – use gentle hands, walk in the play room. Avoid rules starting with ‘don’t’ or ‘no’ e.g. don’t hit, don’t run.
- ✓ For younger children use distraction and redirection strategies. E.g. if two children are arguing/fighting over a truck, distract them by showing them another vehicle they can share and take turns with. Use a timer to remind children when their turn is over. We can discuss the timer is a fair way of the children sharing and helps remind the educator also. It will help build trust with the children.
- ✓ Use natural consequences to teach children how to solve situations. For older children we can discuss the consequence if we spill something, we clean it up. If we hurt someone, we offer to help them feel better or apologize. You may be pleasantly surprised to see children managesome of their own situations E.g. The children may find another truck/toy to play with. They may look for a cloth to wipe up a mess. We can see our own role modeling and guidance strategies be used by the children.



f. Communicate age-appropriate behaviour expectations to children in a respectful manner.

- ✓ Invite the children to create a day home expectation chart. The children will have a better understanding for rules and expectations if they help create easy to follow guidelines.
- ✓ Ensure the rules are shared with families.



g. Use observation techniques to identify causes of challenging behaviours and modify the environment and supervision to promote positive behaviours.

- ✓ When the children are running in the day home space and causing negative issues, put a low shelf or table in the open space to minimize their running. Encourage running as an outdoor activity.
- ✓ If there are issues at transition time, incorporate 'one minute notice' to children to help them transition into different activities. E.g. One minute until lunch, one minute to clean up etc.
- ✓ If you observe issues at the sensory table, change the sand and water to another material like beans, rocks, ice cubes, shredded paper or another age and behavior appropriate material.
- ✓ If you notice behavior concerns, it is important to closely supervise so extra support and guidance can be provided to the child as they learn the expectations of activities and behavior.

h. Support children in engaging in positive behaviours and expressing their feelings in socially acceptable ways.

- ✓ Specifically acknowledge the positive behavior – 'You are ...sharing, cooperating with each other, helping (you or the other children).' Give the children a high five, smile, fist pump. Children appreciate and need our acknowledgement.
- ✓ The children watch us to see how we react to situations. Teach children understanding and cooperation by example so they can use it with each other. This includes talking in an appropriate tone; using appropriate words. This is especially important when there is a difference of opinion. E.g. 'I like cats, dogs are dumb' is not appropriate. Role model that we like different things and we respect each other's differences. Role model asking why they don't like dogs, maybe they had a negative situation.

i. Guide children as they begin to develop problem-solving skills.

- ✓ Be calm when discussing problems with children. We do not help the situation if we are upset and frustrated. We must be aware of our tone and if we are being loud.
- ✓ Model different strategies to solve a problem; talk about the issue, encourage the children consider solutions and discuss what could work for everyone.
- ✓ Praise the children for using their problem solving skills; thank you for taking turns, waiting, listening etc.
- ✓ Observe to see if the child/ren can manage the situation without our involvement. We should develop a trust with the children that they are learning the skills and behaviors we are teaching them and can apply them to challenges and conflicts. We can assure the children we are available for support and assistance.

2.4 Child Care 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.

c. Plan transitions to minimize stress on children.

- ✓ Stress can cause behavior issues so ensure you talk to the children about transitions, so they are aware of what is going to happen next. If you are going on an outing, discuss what they will see, do and how long they will be at the park, zoo, library etc.
- ✓ Be aware of the time between transitions. The day home environment is busy and we can lose track of time easily. Children can be left waiting longer than intended.
- ✓ In a multiage setting, we can introduce self help skills and older children can assist younger children to get ready to go outside, clean up, etc

Please refer to the Northalta Child Guidance Resource for more child guidance strategies