

MCCA INTERLAKE REGION SPRING WORKSHOPS 2020

SATURDAY April 4th 2020

Stony Mountain Curling Club

81 School Rd

Stony Mountain MB

(Registration & Refreshments 8:15 a.m.-9:00 a.m.)

Morning Workshop 9:00 – 12:00

Session A Role of the Educator- Facilitator - Robyn Burnet

Session B The Bullying Project Facilitator - Melinda Walden

Lunch Break 12:00-12:45 **AGM at 12:00**

Afternoon Workshop 12:45 – 3:45

Session C Schema theory in a nutshell Facilitator - Robyn Burnet

Session D- Nature Play- Inside and Out

Facilitator - Melinda Walden

Registration Deadline: Friday, March 13/20

Name: _____ MCCA # _____ email _____

Center/Family Daycare: _____ Address _____

Phone: _____ Fax: _____

Registration Fee: MCCA Members- Full day: \$60.00 (Members) \$70.00 (Non members)

Half Day: /\$30.00 (Members) \$35 (Non members)

Morning Workshop 9:00-12:00 Session A _____ Session B _____ Not attending _____

Afternoon Workshop 1:00-4:00 Session C _____ Session D _____ Not attending _____

Attending lunch Yes: _____ No: _____ (Very important for our food order!)

Paid by: Cheque (Total amount of cheque) _____
(Made payable to MCCA Interlake Region)

Mail registration forms along with payment to Cynthia Thomsen Box 189 Riverton MB R0C2R0
Email- rdci@mymts.net Work: (204) 378-2871

Workshop Descriptions and Presenters Bios

Robyn Burnet is an ECE III who is a full time center Director at Day Nursery Crossways Unit. She has been at this center for 19 years and the Director since 2012. She is the mother to 5 children and is passionate about developing their competencies and teaching them to find joy in every day. She is inspired by the growth and development of the field of Early Childhood Education and marvels at the valuable work that educators embrace to move our profession forward. As her pedagogical journey continues she revels in the opportunity to discuss and learn and perhaps have an inspiring moment for someone else.

The Role of the Educator- Session A- Morning

Emergent curriculum, child-led, free play, children as competent, these are all things we say when we talk about our programs...but, what does this mean about what we should be doing? Who is ultimately in control of the environment? “the kids are really into cars.” What does this mean for you? How do YOU feed their natural curiosities? Let’s take a look at the role you play as the educator in the environment. We need to be intentional in our role and hold ourselves accountable to a quality environment and curriculum ...let’s re-spark your passion!

Schema Theory in a Nutshell- Session C- Afternoon

Schema theory has been around for a long time. In more recent years it has been an important source of insight into children’s play and development. I had the opportunity to work first hand with Deb Curtis, author and educator, in a yearlong project. One of the main ideas was to explore the various types of schema play to help create exciting play experiences that are in line with the emerging interests of the children in your care. Have you ever had a child who is constantly throwing, who likes to dump everything, who wants to hide in everything? Well, this will help you make sense of WHY they are doing those things and how you can support their needs.

Melinda Walden has been in the Early Childhood Education field for 20 years. She has been a front line ECE in a variety of child care settings, including preschool, school age, and nursery centres, with experience in infant and family child care as well. Currently, Melinda is an ECE Instructor in the Workplace Program at Red River College in Winnipeg. Every chance she gets, she shares her passion about the kinds of play that are usually restricted by adults and proudly applies her knowledge with her two young sons. As a mother she sees the value that comes with entrusting her sons to take risks and gain knowledge about the things they are interested in: “Without risk there is no learning.” (Carl Rodgers)

The Bullying Project: How to stop aggression and foster healthy relationships Session B- Morning

For Early Childhood Educators, addressing children’s challenging behaviours can be an overwhelming part of our job, and sometimes we feel like we are not equipped to handle them. This is particularly the case when there are children who display aggressive behaviours or those who cannot be assertive and stand up for themselves. We tend to label these two groups of children as ‘bullies’ or ‘victims;’ however, this only adds to the problem of addressing challenging behaviours. How do we eliminate these labels and instead talk about how to foster healthy relationships among children?

In this workshop, we will explore:

- What is a ‘healthy’ relationship?
- What is bullying?

- What are some suggestions for dealing with aggressive behaviour in children?
- What we can do to help children gain the social skills needed to be in a healthy relationship?

By the end of this workshop, you will be able to recognize if our society has a bullying problem or we need to work on fostering healthy relationships.

Nature Play – Inside and Out - Session D Afternoon

As children, most of us were told to go outside and play, regardless of the weather. It was there that we learned about the world around us. We learned about the weather and the seasons; how to climb trees and explore puddles; about the different plants, bugs and animals; about the different things you could do with rocks, sticks and mud; how to test our physical abilities; and how to have fun with what nature presented to us. Nowadays, children are not always given the same freedom to play and explore. This must be addressed, as the health and development of children may be affected. So let us give children these same experiences and opportunities! One of the best ways we can do this is by getting them outside and encouraging them to explore, discover, and have fun.

In this workshop, participants will have the opportunity to examine:

- the importance of nature play,
- the ways we can support children's learning through nature exploration,
- the ways to enhance your outdoor environment,
- how to support risky play,
- the benefits and learning that come from exploring nature with children, and
- how we can put this into practice.