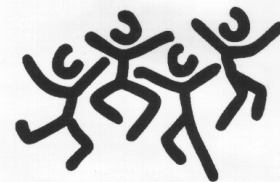


GOAEYC Newsletter

Golden Corridor Association for the Education of Young Children
(an affiliate of NAEYC)



P.O. Box 3213, Barrington, IL 60011

www.GOAEYC.org

April, 2006



President's Message by Terese Amidei

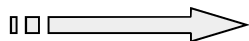
A volunteer organization is only as strong as the volunteers. GOAEYC is fortunate to have a very strong and dedicated Board. As a Board we have been very busy planning a GREAT year, and we need your help to have it all be successful! We are looking for our members to get involved in our organization! Each member needs to find their place in our organization and I can help you do that. We are looking for volunteers to help at workshops, the fall conference and with mailings. If you are looking to meet other wonderful dedicated Early Childhood Professionals and have some fun, please call me at (847) 352-0202. I would be pleased to talk to you and find out what you're interested in. I look forward to getting you involved!! Thank you so much for your continued membership and support of GOAEYC.

WHY "THE GOLDEN CORRIDOR"?

Ever wonder what "Golden Corridor" means? It is the corridor that stretches northwest from O'Hare Airport along the Northwest Tollway (Interstate 90), named because of its phenomenal rate of growth. According to a Hanover Park website, as more and more major corporations chose to locate in this thriving, modern center of commerce and industry," the halo effect from their presence attracted an increasing number of large and small businesses." Originally known as Greater O'Hare AEYC, upon receiving provisional affiliate status in 1995, GoAEYC changed its name to Golden Corridor AEYC to better reflect the geographic area it served. Since that time, GoAEYC has expanded from this geographic area to include Lake County. So now You know!

Board members:

- © Terese Amidei, President
- © Karla Berra, Treasurer
- © Colleen Scheitz, Vice President of Prof. Dev.
- © Carol Allar, Vice President of Organizational Dev.
- © Martha Westerberg, Secretary
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Forogh Ganjbakhsh,
Sharyl Robin,
Brian Michalski,
Linda Hermes,
Denise Tenyer,
Jeanne Neifert



Gateways to Opportunity



Are you an early care and education practitioner or teacher educator? Are you thinking of entering the early care and education profession in Illinois? Gateways to Opportunity, the Illinois professional development network for early care and education, has the information you need! Gateways has credentials that can be earned to validate and recognize the work you do in the field of early care and education, Professional Development Advisors to help you explore your professional development goals, a Web site which includes a job board where you can search for and post positions in early care and education, as well as a searchable higher education directory to locate the colleges and universities with programs that can help you to advance in your career. All this and more is available to you at no cost! More information is available on the Gateways to Opportunity Web site at <http://www.ilgateways.com>, by phone at 888-548-8080, or by email at info@ilgateways.com.

Family Child Care News by Linda Hermes

“Home Is Where Your Story Begins”

I have this hanging on the wall above my kitchen door. It brings to mind how very privileged home based providers are to offer our homes and add to the “stories” of the children and families in our care. Our kitchens, living rooms, dining rooms or child care rooms offer each child a loving environment to learn and grow while their families are working. I was thinking about this as I read the new book, *From Babysitter to Business Owner*, by Patricia Dischler. Ms. Dischler has written a guide for home based providers on curriculum, environments, and business practice.

In Chapter 2, “*Planning Your Child Care Space*”, she writes of the need to be viewed as a professional, something all of us in child care work for each day. She believes this can be accomplished only by developing “a separate business space away from your household, preferably a classroom used only for your child care program.” She goes so far as to recommend that those who do not have a separate space should move to another home or remodel their current home to achieve this. Ms. Dischler writes, “It is difficult for parents to think of your family child care as a professional business if they are hanging out in your kitchen and living room”. In my opinion it is just that sharing of our homes that makes family child care such a wonderful choice for families. Families who come to us are most often looking for a home setting for their child. Home child care environments are as unique as each provider, each home and each group of children.

Family child care professionals with quality programs can be found in rural, urban and suburban areas. Child care can be found in apartments and town houses, single family homes and mobile homes. Dr. Kathy Modigliani, director of the Family Child Care Project, and a pioneer in our profession, writes in her book *Many Right Ways*, “high quality child care occurs in spaces that look like family homes as well as in spaces that look like small classrooms or a combination of the two”. Providers make a decision on how to plan their child care environment based on the needs of their own families and what works best for them. Children learn from experiences and exploration in a relaxed, safe, rich environment with many activities. In family child care this will look different depending on the provider and the space used, but a quality professional program can be found in any space. While Ms. Dischler has one view of what professional programs look like, it is important to remember that this is not the only way to achieve a professional program.

Early Childhood Book Reviews by Amy Vandament of Book Vine

Animal Friends: A Global Celebration of Children and Animals
by Maya Ajmera & John D. Ivanko (board edition for birth to 3 years)

This board book features intimate photographs of animals and children from all over the world. An elegant selection of photos and text briefly describe the habitats and the differences between the animals: “some have scales...some have soft fur...” A giant tortoise and a koala are the most exotic animals pictured here, but the guinea pig and donkey are just as charming. The book ends with the endearing, “Animals can love you as much as you love them.” The perfect board book to begin teaching respect for animals and their environment.

This Little Chick, by John Lawrence
(available in hardcover and a board book edition – for infants and toddlers)

Sprightly piglets, long-legged chicks, and bounding frogs enliven this book of animal sounds. A bright yellow chick roams from the barnyard to the pond and back, visiting animals and learning the sound that each animal makes. John Lawrence’s woodcuts come to life with the rhythm of repeating lines and bold colors which echo the activity of the natural world. At the end of his journey, little chick returns to his doting mother and his siblings to regale them with the sounds that he has learned during his busy day.

Resources for Teachers and Families by Margie McAndrew

Play or Learning – Do We Have to Choose?

When visitors step into our classroom, we often hear comments like, “Oh, isn’t that cute!” or “They’re just playing.” As early childhood professionals we know that what our children are doing is more than cute, and the playing that takes place goes a long way toward meeting the early learning standards set forth by the state board of education. We create environments that provide opportunities in which growth can occur. Certainly we plan for learning in the traditional learning areas of language arts, math, and science; but our goal is to educate the whole child, therefore activities involving gross and fine motor, music, art, and social emotional learning are also planned.

Working within the confines of a 2 ½ hour program means that all that learning must be done efficiently. And working with preschool learners means that the learning activities must be meaningful to our young students, taking into account their active and hands-on learning needs. The environment that accomplishes these goals best is one that encourages playful interaction with materials and concepts, as well as interaction with other children and supportive, responsive adults.

An example of this approach can be seen as a snapshot of a typical day during our recent dinosaur unit. The children entered the classroom to find that the small plastic dinosaurs they had played with in the sand were now frozen in a large block of ice. Comments like, “It got too cold”, “They’re frozen” and “They’re dead” were heard. One boy exclaimed, “I LOVE THIS, I’m going to

play here.” At circle time, he followed up on his enthusiasm with a written plan. He drew a hammer and wrote “tT TMii”, which he pointed to and read (left to right) as “I’m gonna hammer.” He entered the paleontologist center, put on goggles and began his work alongside three other children. He stopped his hammering to caution a fellow scientist, “Be careful, you almost hit my fingers!” Conversations ensued: “I’m trying to get this yellow one” “I have three now” “Try it this way” and “Look what I got!”

Through this one activity, goals were met in the areas of science, math, social studies, physical growth/health, language arts, and social emotional development. This did not occur in isolation. At the writing center books were being written about dinosaurs, in the block area large caves were being built to house the meat-eaters, and experiments with baking soda and vinegar were creating lava filled volcanoes at the science center. Beyond the academic concepts that were being practiced throughout the classroom, something equally important was taking place. The children were fully engaged in their learning. They were learning to be self directed, self regulated, and independent.

In planning activities to meet the learning standards, we don’t have to choose between learning and play – but rather choose learning through play. If we incorporate what we know about how children learn with our knowledge about what they should learn, a playful learning environment makes sense. The positive feelings toward learning that are fostered in such an early childhood classroom will follow our young students into the next placement and beyond.
*By Margie McAndrew, Early Childhood Teacher
Barrington Unit School District #220*

“Spring Ideas” for Your Program by Katie Collar

Are you looking to put some spring info your program? It’s always during these months that I get the urge to try new or goofy things with the children. Here are a few fun activities that you can try with your children:

“Spring Prints” At the easel or on paper flat on a table, have the children paint using potato mashers and whisks. These make wonderful prints that can be done in a variety of colors and in any manner (no right or wrong way!). As the potato masher makes waffle prints and the whisk create a bulls eye shape, each print will be unique. With this activity, children can work on color recognition, they can observe change as the paint dries, and they can mix or blend colors. These tools can also be put out with play dough for a different experience.

A family story favorite was “No Jumping on the Bed” by Ted Arnold. My own children always compared the whisks with the springs in their own mattresses. They loved to make up their own endings for this story. The possibilities are endless! The important thing is to “spring into action” and go where the children take you with their ideas.



NAEYC Accreditation – A New Standard of Excellence by Brian Michalski

Whether you are an administrator or a teacher/assistant of an accredited or non-accredited early childhood program, you probably have heard about the NAEYC accreditation restructuring process that has been taking place over the last couple of years. The last issue of the GoAEYC newsletter, Michelé Robinson shared in brief the new materials for the process. I recently attended a seminar hosted by NAEYC in Chicago to explain the new procedures for accreditation. I will not explain in great detail the new procedures but in brief though, there are four main steps to the new accreditation process: 1) enrollment or self-study, (*which any program can participate in whether they seek accreditation or not*), 2) application, 3) candidacy, and 4) the on-site visit/the decision. There is actually a 5th step, which is to maintain accreditation. I wanted to share a couple of thoughts that I walked away with after the seminar:



The “buzz” of all the changes have been swarming around, “more money, more expectations,” are some of the comments that I have heard. You probably have heard them yourself or have the same concerns. Some individuals are even asking if the accreditation process is worth it. ***It is worth the process.*** There is no doubt about it, it is worth the time, energy and yes, even the money. Unfortunately, if fear existed before the new process, it sure exists now. Fear and change (of what is still, somewhat unknown), are part of the process. It is what ***we do*** as professionals to get through our fears and be transformed that is important. I stress what ***we*** do, because what we need to do is be positive. Our actions and discussions with each other must be uplifting. We need to help each other and support each other through this time. We must continue to take the stand that we are professionals, that early learning in the younger years is critical, and that what we do goes beyond babysitting. Accreditation is the mark of quality. Early Childhood is in a time of change. Our level of professionalism is changing for the better and this is, without a doubt, a good thing.

NAEYC is not trying to make things harder for any program. The quality of programming for young children, as it has always been, is NAEYC’s top priority. It is everyone’s priority. We can not forget that we should never settle for less when it comes to taking care of our young children.

I encourage you to explore becoming a NAEYC accredited center if you are not already. It is how you can maintain your mark of quality. For more information, visit the accreditation link at www.goaeyc.org, GoAEYC’s official website or visit www.naeyc.org. In addition, through the ILAEYC, the Statewide Mentoring Project is here to help any program which would like to pursue accreditation, both financially and technically. Please contact Kathy Howard, Project Coordinator, for more information at (815)626-8872.

Brian Michalski is a GoAEYC Board Member, Accreditation Mentor and Validator and a former Director of an accredited program. Currently, he is the Project Director of Early Childhood Professional Development at The Center: Resources for Teaching and Learning in Des Plaines.

Advocating for Young Children by Denise Tenyer

Public Policy Alert- Support Young Children Now!

Perhaps you have heard about Preschool for All? Preschool for All is a proposed expansion of early childhood programs that would make Illinois the first state to offer preschool to all three- and four-year-olds, while increasing teacher qualification standards and expanding support for at-risk infants and toddlers.

Achieving this vision will require the active voices of leaders like you, who have supported past efforts to expand early learning. Governor Blagojevich has asked the legislature for a \$45 million increase for FY 2007, as part of a three year, \$135 million expansion that will reach 32,000 additional three- and four-year olds and fund quality and accountability enhancements recommended by the Illinois Early Learning Council.

Please take a few minutes to reach out to your legislator to let them know you support Preschool for All. Statewide outreach in support of Preschool for All is coordinated through Early Learning Illinois, a statewide campaign anchored by Action for Children, Ounce of Prevention Fund and Voices for Illinois Children. If you have questions, or would like to learn more about Preschool for All, visit our new, redesigned website at www.GOAIEYC.org today! Still need more information? Contact Denise Tenyer at PublicPolicy@goaieyc.org.

WE ARE BACK @ WWW.GOAIEYC.ORG!

We know that you have been waiting! We are pleased to announce that our new GOAIEYC web site is up and running! Our web site has been totally redesigned to make it more informative and user friendly for our membership. Our new site contains pages upon pages of information for not only our professional membership, but also the parents and families you serve as well!

Perhaps you need information about Preschool for All? You can access valuable informational links at our homepage. Are you looking for some curriculum and activity ideas to use in your classroom? Visit our Professional page for exciting ideas offered by our very own NAEYC accredited member centers! At the new site you can also learn about our annual Fall conference and other events offered by GOAIEYC. Maybe you need to know who your legislator is? Visit our Public Policy page to find out. Need to reprint an older copy of our GOAIEYC newsletter? We have an E-newsletter page with archives of our past newsletters! Want to be informed of the latest Early Childhood happenings in Washington and Springfield? Sign up for our Public Policy Urgent Action Alerts and get informed immediately via email! Interested in learning more about available scholarships for your professional development? We have a scholarship page devoted just to that! Thinking about becoming NAEYC accredited? Visit our Accreditation page for valuable links, testimonials and information. At GOAIEYC.org there is all this and much more for you!

As you can see, the changes we have made are exciting and numerous. Please take some time to go to www.goaieyc.org and visit our new site. We hope that you find it a unique and valuable resource in your professional development. We would love to hear what you think! For questions, comments, or for information on submissions for our site, contact our web person, Denise Tenyer at publicpolicy@goaieyc.org.



More Information...

Scholarship money is available!

By Linda Wywialowski

GOAEYC has set aside funds to support its members in pursuing professional development. If you are a Student, Classroom Teacher or Center Director AND a member of GOAEYC, you may be eligible for financial support of up to \$500.

- Funds are available for the May Leadership Connections conference.
- Call Linda at (847) 991-1030 to receive an application.

Calendar of Events by Sharyl Robin
Call (847) 640-9590 for more information or to register for any of these workshops.

Sensory Issues in Young Children	Mon., Apr. 24	Buffalo Grove Park District	Buffalo Grove
Babies and Brain Development	Thurs., Apr. 27	Bernard Weinger JCC	Northbrook
Dad's Can Make a Difference	Thurs., May 4	The Big Barn Preschool	Schaumburg
Natural Investigators: Science for Young Children	Mon., May 8	JCC at Beth Tikvah	Hoffman Estates
GoAEYC Board meeting	Wed., May 10	Children's Home and Aid Society	Arlington Heights
Bullying: It's Impact Is Everlasting	Wed., May 17	Bright Horizons at Motorola	Arlington Heights
Caring for the Mildly Ill Child	Mon., June 5	Alexian Bros. Child Care	Elk Grove Village

What's Happening at Oakton Community College by Sheila Kerwin Maloney

Oakton Community College's Early Childhood Education Program offered a new course this spring in Foodservice Sanitation. This course meets the certification requirements for Illinois DCFS. Students taking this 6-week course can also receive 1.0 college credit. The course will be repeated in Fall 2006.

Special Summer 2006 course offerings will include a course in ECE Fiscal Management, Family Child Care, and Multicultural Anti-Bias Education. Call Sheila Kerwin Maloney, ECE Chair, at 847-636-1752 for more info.

What's Happening at College of Lake County by Diane Wolter

The ECE/EDU program coordinators, Carol Huntsinger and Diane Wolter, at the College of Lake County have been hard at work developing both the A.A.T. (Associate of Arts in Teaching) degrees in Early Childhood Education and Special Education. The AAT in ECE program plan has been submitted to the state for approval and will hopefully be in place at CLC very soon.

* A new 18-hour certificate program in "School-Age Child Care" has also been developed in recent months...and is now approved and available as a focused option for those caring for this unique age group!

* CLC's first online ECE course, ECE 141-Health, Safety, and Nutrition for Young Children, has been approved through the IAI as a transfer course. The course has been offered as a "special topics" option for the past year and is now included as a program requirement for ECE career and transfer degrees. This course is now available through the CLC Blackboard system every semester.

* Registration for Summer and Fall 06 courses for current CLC students begins April 17th; new student registration opens April 24th. Summer classes begin Monday, June 5th...so register early for the best course selection! For class schedule information, go to www.clcillinois.edu and follow the links for course availability for the upcoming semesters. For advising questions, ECE transfer students should contact Dr. Carol Huntsinger at chuntsinger@clcillinois.edu; ECE career program students (AAS degree and certificates) should contact Diane Wolter at dwolter@clcillinois.edu.