

Inspired Minds ECC Workshop Descriptions

Connect ~ Play ~ Inspire

At Inspired Minds ECC, we strive to provide you and your team with professional learning experiences to continue their reflective practices as early childhood educators, extend their knowledge and skills of professional practices in early learning and advocate for the rights of young children and high-quality programs. All our workshops are hands-on, interactive workshops that provide practical strategies that go *'Beyond the Basics'* and can be quickly and easily incorporated into your program. Our workshops include practical take-away strategies and tools, reflective discussions and collaborative learning experiences. Workshops are 2 hours unless otherwise noted. All workshops can be extended to 3-hours to give your team a more detailed look into strategies, tools, and in-depth reflective discussions. Online or in-person delivery is available.

Child Focused Workshops

1. **Adventures of Play:** Exploring Risky Play

Overview:

Taking risk is a necessary part of play. It's part of how children assess what they can do, what challenges them and what to leave until a later date to try. However, many of us face obstacles, barriers and reluctance to accept this into children's play. Join me as we discuss what risky play is, how it promotes development and how to overcome those barriers and obstacles. Let's take a look at all the different levels of risk children engage in during their play and how we can help provide an environment that allows children to explore naturally - with risk!

Objectives:

- Defining Risky Play / Adventurous Play
- Developmentally Appropriate Practices with Risky Play
- Facilitating Risky Play

2. **Approaches to Play:** Exploring Play Schemas

Overview:

"Why do they keep throwing things?!" "I don't know how to capture children's interests...they're just playing." "They (the child) just keeps doing the same thing over and over!" "What do you mean that spinning around in circles is Play?!" These are common questions many early childhood educators ask themselves or hear from others when we work with young children. To answer these questions, and many others, let's look at how children are engaging in play and the meaning behind these behaviours by understanding schematic play. In this workshop, we will discover the possibilities of play that happen when we look at play through the lens of play schemas. We will identify the main play schemas, such as trajectory, rotation, transporting,

enveloping, enclosing, positioning, connection, transforming, and other common play schemas. Together, we will use our skills of observation to identify possible play schemas and brainstorm how we can respond to these behaviours and approaches to play. Let play come alive when we make meaning out of children's play and make connections to their play spaces to nurture these play experiences. Let's throw some ideas around...spin a few strategies...and put them all together in this workshop that inspires play!

Objectives:

- Identify the meaning and value of schematic play and play schemas
- Examine the main play schemas in early childhood
- Create responsive practices to support children in various play schemas

3. **Beautiful Oopsies:** Exploring the Creativity of Open-Ended Art Experiences

Overview:

Creativity is intelligence having fun! Albert Einstein had it right with his quote on creativity. Children are natural artists, as all their masterpieces are a visual representation of how they see the world around them. Let us foster this self-expression through open-ended creative art experiences! For children, the focus on art is the process of creativity, not the end result. This is what our focus of this session is all about...the process of Play with art (not crafts). Let's dive into the creative world of what art is for children and how we can be more responsive to their creative needs and expressions. Say goodbye to those handprint crafts and cut-out projects that take us hours to prepare. Open-ended art is about getting messy! It's about exploring with all our senses and having a creative outlet for thoughts, ideas and emotions. As early childhood educators, it's our role to provide materials and a space for creativity and inspiration, so the children can be mighty artists! So, let's explore how we can do this and ensure that children have the opportunity to enjoy the creative journey and show us their colourful world!

Objectives:

- Define creativity & art
- Differences between crafts and open-ended art
- Create a responsive curriculum and environment that nurtures children's creative interests
- Spark your creativity for open-ended art experiences

4. **Brain Architecture Game:** The Powerful Role of Positive Relationships with Young Children

Overview:

The brain is a magical thing! Full of wonder, curiosity and awe....and trauma. Every child comes with a blueprint for their brain. A map that outlines their strengths, needs, abilities and experiences. As early childhood educators, we help create the structure of the brain through our interactions with them and the positive experiences we provide them. Let's build better brains as we learn how our actions and children's experiences can shape the brain for success. As we engage in play ourselves, let's discuss some intentional strategies to connect with children and play the popular game from the Center on the Developing Child @ Harvard University "The Brain Architecture Game".

Objectives:

- Identify the core concepts to building healthy brains for young children.
- Recognize the importance of the role of the early childhood provider in creating positive environments and supports for young children.
- Improve team building, team communication and brain development knowledge through the hands-on brain architecture game.

5. **Build It Up!** Designing Creative Block Spaces

Overview:

Build it up! Knock it down! Build something new! Our block spaces are one of the most popular play spaces in our environment for many children. It's a space for children to express their creativity, problem-solve, engage in different types of play and recreate the world around them. Here is where our engineers, landscape architects, architects, artists, urban designers and construction workers are discovered! Children are amazing at creating the world around them and a world they imagine when they are given the time, space and tools to do so! Let's support this creative outlet by reflecting on our block spaces and how they embrace the image of the child. What materials do we provide that nurture their interests here? How can we extend these interests? From carpet samples to types of blocks to complimentary pieces, the possibilities are endless when we create responsive block spaces. Block spaces go beyond wooden blocks, people, cars and animals...there is so much more! Join us as we explore some unique ways to enhance your block space to allow children to express themselves, discover and PLAY!

Objectives:

- Identifying the importance of block play
- Identify the 7 stages of block play
- Reflect on how to extend block play

6. **Caring Connections:** Interactions that Matter

Overview:

The comfort of an encouraging smile. The caring reassurance after a fight with a friend. The excitement of co-celebration as they discover a new skill. How we interact with children has a huge impact on children's growth and development, not only their social emotional development, but also in their abilities to problem solve, resolve conflict, and take risk because they feel safe! Children rely on positive, supportive and encouraging adults in their lives to show them they are respected, safe and loved. This type of interaction doesn't happen just by supervising, asking questions or giving direction. It comes from a deep connection between the adult and the child. A connection that takes time to build and takes intentional interactions. Let's learn some strategies of how to build this connection with ALL children - from the ones we struggle with to the ones who love us the moment they come through our doors. Understanding what each child needs to feel a connection will help us establish that bond with each child and continue to see that relationship blossom. Connection is key!

Objectives:

- Defining Caring Connections
- Identify the Importance of Connecting with Children
- Key Benefits of Establishing Connections with Children
- Identify Strategies of how to Build Caring Connections

7. **Creating Magical Spaces:** Inspiring Early Childhood Environments

Overview:

Creating a space that promotes curiosity, exploration, discovery and play is a complex task. Trends change over time...so what's the latest and greatest in creating an environment that truly captures the image of the child and children's play? It's a setting that focuses on the child, creates a natural environment for play, and promotes a sense of belonging, safety, and wellness. A magical environment is responsive to the children's interests and needs and encourages everyone to actively participate in this joyous play space. We'd like you to join us as we discuss all

the various ways this can happen in early childhood settings. Inspiration can come from a carefully placed potted plant, to calming lights in a cozy corner, to the how we participate and bring a sense of joy to the environment. Use your magical touch to create a space that works for you and the children in your care. Not all spaces are the same - but each one is magical!

Objectives:

- Time & space for play
- Elements of an inspiring play space
- Mindset of the educator

8. **Curiosity and Wonder of Treasure Baskets:** Infant and Toddler Play Explorations

Overview:

Infants and Toddlers explore the world around them with awe and wonder. They explore with a zest for curiosity and exploration. They deserve an environment that supports this natural process of learning. They deserve Play! Creating responsive environments for infants and toddlers is slightly different than how we would create a responsive environment for older children. We need to take into consideration their physical, sensory and neurological needs. One of the most impactful way of supporting infants and toddlers in their play explorations is through heuristic play and treasure baskets! This approach creates hands-on, self-directed play experiences for children to dive deep into their own learning process. Let's discuss what heuristic play is and how we can create treasure baskets and sensory experiences that are meaningful and relevant for our young learners. Participants will develop an awareness of this approach to play and engage in reflective practices and discussions about how they can make children's learning visible. Go beyond a basic infant toddler space and create a space of magic, wonder and inspiration!

Objectives:

- Identify the Importance of Play for Infants and Toddlers
- Heuristic Play Approach
- Creating Treasure Baskets

9. **DAP Trivia Time:** Understanding Best Practices in Child Care

Overview

Are you DAP? What is DAP? This hands-on, full-participation workshop is designed to get you involved in understanding Developmentally Appropriate Practices. What exactly is DAP? How

does it affect my early learning environment, professional practices, and children's learning?

Come find out the answers to these questions and much more as we discuss the cornerstones of developmentally appropriate practices and learn how to implement these strategies in your play space. Instead of just a discussion though, let's follow the child's lead and play! Get ready as we transform this workshop into a game show extravaganza that makes learning fun. Let's Play!

Objectives:

- Gain an understanding of developmentally appropriate practices (DAP) in early learning environments
- Identify effective strategies & activities for implementing DAP
- Reflect on strengths and goals for individual and team-teaching practices

10. **Exploring Hygge:** Creating Spaces that Foster Happiness, a Sense Belonging and Togetherness

Overview:

Hygge. A Danish term that encompasses a way of living that promotes happiness, joy, coziness, and a sense of belonging. Does this sound familiar? It's similar to what we want children to feel and experience when they walk into our early childhood spaces. Exploring cultures to enhance our early learning environments is one way we can create responsive spaces that promote a sense of well-being, a sense of belonging, and a sense of togetherness. Let's explore hygge together as we capture the warmth of materials, lighting, sounds, and feelings. During my journey with hygge, I have found seven main elements that we can bring into our early learning environments to create this cozy feeling for children: lighting, softness, warmth, nature, simplicity, being present, and a sense of belonging. Hygge isn't one specific thing, but how it helps us feel and the memories it stirs or creates. Bring your fuzzy socks and a warm drink, as we feel for ourselves, how hygge can be woven into your early learning practices and environment.

Objectives:

- Understanding Hygge in Child Care
- Embracing Central Elements of Hygge
- Exploring and Reflecting on Hygge Materials

11. **Inspiring Curiosity to Play:** Creating Provocations and Invitations to Play

Overview:

How do we create an environment that extends children's natural curiosity and interests in the classroom? How can we introduce new ideas, based on our observations and our understanding of possibilities for children? What activities can we do that promote play? Rooted in the emergent curriculum approach, creating invitations and provocations is a part of how we can build an environment that stimulates curiosity and exploration and encourages independent, divergent, and critical thinking. Instead of providing activities focusing on specific outcomes or learning skills, we provide provocations to stimulate a holistic approach to playful learning. In doing so, we must be responsive to the children's interests, extend their learning, and inspire curiosity to explore. Learn how to showcase these amazing displays and invite deep thinking and deep play to stimulate and build upon your children's interests and sense of wonder.

Objectives:

- Defining Invitations and Provocations to Play
- Foundations to Invitations
- Inspirations for Provocations

12. **Laughter and Learning with ABCs:** Creating Joy through Language and Literacy Play Experiences

Overview:

It is one of the best moments we can experience with children ~ sitting down with them or laying under the shade of a tree and reading a book together! How often do we actually do this with children though? Language and literacy is much more than just reading a book a week, practicing writing skills and memorizing letters, phonics and spelling. Oh no! There is way more enjoyment to be had with enhancing our love of language. So, throw out those tracing pages, flashcard phonic cards and teacher led activities and let's bring back playfulness in language learning! Join me as we explore a variety of activities that we can show children how much fun it is to listen, talk, read and write. Through children's natural desire to understand the world around them and communicate with those in their lives, we can create an environment that is filled with rich and robust opportunities to explore language and literacy!

Objectives:

- Define early language & literacy and the stages of development
- Creating a language rich environment
- Strategies and play experiences to support best practices in language & literacy

13. **Let's Move!** Including Movement & Active Play Everyday

Overview:

In a world that seems to promote sedentary activities, and children seem more interested in screen time than being active, it's important that we get children moving from a very young age. After all, this is how children learn! So, how can we get children moving every day to ensure they are healthy in body, mind, and spirit? Get them moving! Join me as we learn a variety of ways to keep children learning by moving! From those quick 2-minute activities to the full 1 hour opportunities, we will ensure that children enjoy being active and engage in rich learning opportunities. Who said running and climbing is only for outside?! Let's challenge that by creating safe indoor and outdoor play spaces where children can develop all types of skills, including running and climbing! From animal stretches to pool noodle relay races, from joining a small group for jumping experiences or designing and maneuvering through their very own obstacle course, it's up to us to set up the environment to help kids stay active. Let's Get Moving!

Objectives:

- Foundations of Active Play
- Creating an Environment that Supports Active Play
- Planning for Active Play

14. **Look at Me Grow!** Celebrating Children's Growth and Learning Through Children's Journals, Stories and Portfolios

Overview

It's exciting to watch children learn and grow! Educators are excited. Families are excited. Children are excited. So how do we share this process of learning and development with our children, families and community and help make learning visible? This session takes a look at the importance of assessing children's growth using innovative and practical documentation methods. Gone are the days of 'report cards' and 'checklists' for assessment. Educators can now find deeper meaning and value by creating documentation, such as learning stories and creative portfolios, that capture children's learning through observations and the process of play. Let's turn this time consuming, administrative task into a practice that is helpful, reflective and fun!

Objectives:

- Identify the importance of documenting and reflecting on children's learning
- Review the various types of portfolios used in early learning
- Understand the value of learning stories

15. **Mighty Transitions:** Discovering Transitions that Work

Overview:

Oh, those transitions! From here to there and back again. They could be a time of chaos or a time of calm - which one do we plan for?! That's right! Transitions can be calm, fun and effective if we intentionally plan for them! Planning goes a long way when it comes to helping children transition throughout the day through multiple types of transitions. And since not every strategy works with every child, we need a whole pocket full of ideas (or a backpack full). During this session, we will brainstorm, practice, and play some unique transition ideas that will be sure to add some magic to ease those troublesome transitions. Transitional strategies will include the most common transitional obstacles, such as; going outside, welcoming a new child, clean up time and more! We actually have a magic wand for this workshop that works for every child in every play space! It's seriously amazing! Wave that magic wand three times and you'll get amazing results! So, let's get some ideas stashed away in our back pocket to pull out when we need them the most and let's play during transitions!

Objectives:

- Identify key elements to mighty transitions
- High quality practices for transitions
- Discovering responsive transitional activities

16. **No Waiting! Get Them Shaking:** Exploring and Extending Engaging Transitions

Overview:

I can see it like it was just yesterday...the children are climbing over each other as we help them put on their snow pants, jackets and boots to get them ready to go outside. It's a nightmare come true! Wait! This was yesterday! The reality sets in....transitions are HARD! There's no doubt about it. Whether it's the infamous 'clean up' time, going outside or coming back in, moving from lunch to nap time or helping those new children adjust to group care...it's a stressful time for many of us. It doesn't need to be. When we take the time to stop, be present and be intentional, we can minimize the stress of transitions not only for us but also for the children in our care. Children are not designed to sit and wait, so we cannot expect them to do so! What can we do to keep children engaged during transitions? To help this be a time of connections instead of directions. To help them navigate their own transitions successfully and with confidence. Let's get them moving! Let's get them engaged! Let's connect. Join me as we fill your transitional toolkit with strategies and activities that are sure to capture the attention and imagination of those little ones

who struggle with transitions. We will look at our daily routine schedules to reflect on how they impact our transitional times. And of course, we will sing, play and dance with some NEW transitional ideas that you can add immediately to your practice. Let's do this!

Objectives:

- Establish an understanding of why effective transitions are important to child development.
- Identify strategies that support the 3 phases of effective transitions – before, during and after.
- Develop a daily visual routine for children to help them with transitions.
- Learn new transition songs, games and tools to use during transitions.

17. Ooey Goey Messy Fun! Designing Sensational Sensory Experiences

Overview:

Sensory fun for everyone! Are you ready to explore with all your senses? Are you ready to get hands-on and messy with some sensational sensory ideas? That's what we will explore in our workshop all about sensory play. Sensory play is a multi-model approach to learning delivered through the best way possible - through play! I'll share with you some of my favourite sensory play experiences for children from 0-12 years! Creating a sensory-rich environment is more than just toys and materials; it's about using all your senses to create a play space that welcomes all children to explore and discover using a variety of their senses. From lights, textures and sounds to materials and play experiences that create unique learning experiences for young children. Join me as we find new ways to stimulate children's curiosity to explore with their senses and engage in rich playful learning opportunities!

Objectives:

- Define sensory play and identify how it's important for children's learning and development.
- Understand the 7 different senses and explore sensory experiences to support each sense.
- Planning a responsive sensory exploration play space

18. **Redefining Circle Time:** Moving Beyond Adult Directed Group Times with Young Children

Overview:

A time to connect. A time to feel a sense of belonging. A time to share stories. A time to learn about each other. This is what circle times in early childhood should be about. Gathering times and sharing circles are a part of many cultural and family traditions as family and friends come together to connect and share stories. Gone are the outdated practices of calendar time and singing weather songs as the focus of circle times in early childhood programs where educators instruct and direct children. Instead, let's make gathering time meaningful and relevant to the children in our care. In this session, we will come together to discuss a variety of ways to change an adult-directed circle time to an opportunity to connect, reflect and share. Gathering times can be a part of our daily routine or a spontaneous story time that children will remember forever. By being intentional in our group gathering practices and reflecting on our 'why', we can create a gathering time that truly embraces the image of the child and helps children learn about themselves, others, and their community. Let's build community together!

Objectives:

- Redefining circle time as a child-responsive experience
- Understanding and respecting cultural values of group gathering
- Strategies to improve meaningful and interactive group gathering

19. **Rocks and Sticks and Wonderful Things!** Creative Outdoor Play Experiences for Young Children

Overview:

Let's Get Outside and Play! We just don't seem to hear or see that too much anymore. What happened to connecting with the world around us in a hands-on way, instead of looking at it on a screen? Do you know the names of local flora and fauna? Can you identify a variety of insects? Have you ever built rock towers or dragged a huge branch around? Let's go back to our roots and help children connect with the outdoor world around them. Together we will identify the importance of being outside, how it stimulates growth and learning, and how it's the natural playscape of early childhood. Let's get children connected to the natural world, discover safety in our communities and develop a sense of curiosity and respect for our Earth and each other.

Objectives:

- Understanding the Importance of Outdoor Play
- Creating a Responsive Outdoor Play Environment
- Planning for the Seasons

20. **Shake, Rattle and Roll!** Creative Music and Movement Experiences for Young Children

Overview:

Growing up, music and dancing were an everyday part of my life. It just seemed to come naturally to this energetic little girl. I may not be the world's best singer or dancer, but when it comes to singing and dancing as a form of Play...this is my jam! I rock it out like a toddler grooving to their own tune. To this day, I still rock it out like I did when I was 4 years old. For many of us, singing and dancing evoke feelings of joy. An opportunity for self-expression. Cultures around the world use music and dancing as a way to communicate and connect. Children naturally embrace this style of play when they are surrounded by those who embrace it, too! Music and movement comes in many forms, styles, rhythms and patterns. It can simulate feelings of joy and wonder as well as sadness and grief. By creating a responsive play environment that captures this outlet of music and movement, we can help the children feel a sense of belonging, an opportunity to learn about themselves, their feelings and their experience. A chance for them to share with us their laughter, sadness, joy and worries. A language that shows us their thoughts, ideas and experiences. Join me as we sing and dance our way through a session that embraces the play of music and movement. From transitional songs that help us during those difficult times, to songs that light up the brain and fill our hearts. Music and movement is for everyone...just need to find your own beat!

Objectives:

- Understand how music and movements stimulates whole brain development
- Create a creative and responsive environment through music and movement
- Embracing a playful approach to music and movement

21. **Storytime Success:** Creating Memories Through Storytelling

Overview:

Creating memories while reading stories together is one of the most impactful experiences for young children. It sparks the imagination, builds literacy skills, and promotes a positive learning space. The biggest benefit for me... is the bond we create with children when we engage in storytelling. I still remember the stories that were read to me as a child. This is the foundation of helping children love to learn! Reading stories with young children is more than just sitting down in a circle, picking a story, and going through the pages. It should be about sparking the imagination! Using visual props to retell the story. Encouraging children to become an active role in the storytelling process. Children sharing their stories, bringing in their favourite books from

home or getting lost in a new story filled with wonder and awe...that's what storytelling is about! Let's explore the many different ways that we can enhance our storytelling practices together by sharing our stories and experiences. So, bring your favourite book, get ready to read, and share as we dive into the wonderful world of storytelling!

Objectives:

- Exploring the various elements of storytelling
- Importance of storytelling in the early learning years
- Cultural influences on storytelling
- Approaches to storytelling in childcare
- Creating Storytime Spaces

22. The Inner Child! Developing the Spiritual Well-Being of Every Child

Overview:

A relatively new term in early childhood that we are seeing more and more is the term 'spiritual development.' What does this mean? How can we support spiritual development in the early learning environment? In this session we will discuss what spiritual development is and how to foster spiritual well-being in young children. We will discuss strategies and play experiences that will support children in their own learning journey of discovering who they are and what their role is in their community.

Objectives:

- Identify spiritual development and what it means in early childhood
- Connect and reflect on our own spiritual well-being and how it impacts our practices
- Identify strategies and play experiences that help develop children's spiritual well-being

23. The Magic of Loose Parts: Promoting Play with Loose Parts

Overview:

Loose Parts! The possibilities are endless when we arrange loose parts (open-ended) materials for children to explore. Remember the possibilities of a cardboard box?! Was it a den? A spaceship? Or a 3D canvas to paint and draw on? The possibilities are endless! Join me as we learn the advantages of including loose parts in your early learning environment and how to promote creativity and adventure with children through loose parts. True play and imagination really shine when we add these valuable materials to our classrooms - the learning opportunities are endless! The experiences and memories are priceless!

Objectives:

- Exploring the Importance of Loose Parts
- Strategies to Managing Loose Parts
- Creating Invitations & Provocations with Loose Parts

24. The Me, The You, The We: Facilitating Social-Emotional Learning

Overview:

Feelings! Feelings! And more Feelings! The everyday struggle of identifying and understanding big emotions is a tough gig for young children. It's all so hard! But with the right positive support and environment, children can thrive and build the skills required to manage these big emotions. SEL, Social Emotional Learning, is all about understanding the self and then understanding others to be a positive member of our community. These skills can be woven into our everyday practices and play experiences. Knowing what skills children are developing and how will be the key to successfully supporting children on this learning journey. Together, we will be able to identify specific strategies to support each main component of social-emotional learning: self-awareness, self-management, social awareness, relationship skills and responsible decision-making skills. Let's get together and learn how we can provide a place of vitality so every child can build the skills needed in SEL!

Objectives:

- Define social-emotional learning
- Identify the importance of SEL
- Review strategies to promote each component in SEL

25. The World is a Stage! Inspiring Creativity through Dramatic Play

Overview:

Creativity. Imagination. Role Playing. Superheroes. Community Helpers. Families. These are all magical play elements that happen in dramatic play spaces in early childhood environments. This is a space where children can be whomever they want to be. Create a world of their own. And to understand the world around them. From homes to stores to campouts, this space has endless possibilities. Let's explore these possibilities together as we unpack the learning that happens in this special space and how we can extend children's curiosities and wonders. Creating a responsive dramatic play space, with diverse, open-ended materials is key! Share ideas. Share imaginations. And share how YOU want to explore dramatic play with us!

Objectives:

- Identify the benefits of dramatic play and its impact on learning
- Activity and prop box ideas to enhance and extend your dramatic play centre
- Learn how to plan open-ended experiences in dramatic play

26. Tinkering and Toying with STEM: Exploration and Discovery Through STEM, STEAM & STREAM

Overview:

STEM - Science, Technology, Engineering, and Math; STEAM - Science, Technology, Engineering, Arts, and Math; STREAM - Science, Technology, Reading, Engineering, Arts, and Math. Regardless of your acronym, STEM activities are bound to be a hit with children as they encourage problem-solving, exploration, creativity, discovery, trial and error, and collaboration! Children are naturally curious and want to try things out to see what happens. So, we must provide these rich, playful learning opportunities to build on this natural instinct to explore and learn. Let them take the reigns on these activities as we take a step back and move away from teacher demonstrations to child-led explorations!

Objectives:

- Define STEM and its importance to early childhood
- Explore the best practices for engaging children in STEM activities.
- Learn how to plan STEM-inspired play experiences
- Examine reflections of STEM learning with children

27. We Are Family! Building Stronger Connections with Families

Overview:

Hi Samantha...I mean Sidney...I mean...Ms. Randolph...I mean...Maggie's mom! Connecting with families and knowing their names is just as important as your connection with the children in your care! Families are the primary caregivers in a child's life. An essential role for educators is co-creating strong relationships with families. Sound simple?! Maybe...or maybe not. We always have families who are easy to connect with and we always have families that we struggle to form a trusting bond with. We need to carefully look at how each family is unique and embrace the diverse perspectives they can bring to your program. Whether it's family expectations, family dynamics, family rituals and routines or family culture that are creating some wonderful resources or some difficult tensions for you, your ability to sustain positive relationships with families is essential. Every family is unique and brings a different perspective about their child's



growth, development, and views on play. Understanding the importance of working with families, not against them, can create a strong foundation of support for the children in your care. Let's bring the village together to ensure children have a safe, supportive, and culturally responsive environment where children can thrive!

Objectives:

- Welcoming families to your community
- Co-creating strong relationships with families
- Collaborating with diverse families
- Engaging in difficult conversations with families

28. Where the Wild Things Are: Providing Effective Active Supervision

Overview:

You turn for 30 seconds and BAM! The children are climbing the shelves, running over, around, and under things, biting is now a sport, and chaos has erupted in your play space! What happened?! How can you ensure children's safety when chaos is happening? As early childhood educators, our role is not to simply watch children but to provide a space where they are safe to explore and discover. To do this, we need to ensure we are supervising children with intentionality and purpose. Active supervision is about taking an active role in children's play while creating a safe space for them to do so. Engaging in active supervision sometimes means we stand back, observe and document children in play, showing our own wonder and curiosity in their explorations. While other times, it requires us to become an active part of the children's play and remind them of safety parameters and helping them think through problems and encouraging them to solve it! If we want our supervision strategies to be effective, we need to be intentional in our own practices! In this session, we will discuss many ways to engage in active supervision that ensures children are free to play and learn. We will review case studies of difficult situations to supervise and how to overcome these moments of chaos. Sometimes, we need to be wild with them in order to embrace the play! Let's get wild!

Objectives

- Define effective supervision and active supervision.
- Identify 6 strategies to active supervision.
- Identify supervision distractions, challenges and how to overcome them.

29. **Which Way to the Brain?** Brain Smart Strategies to Support Early Learning and Development

Overview:

Play and the brain! They weave together in an intricate pattern that lay the foundation to how children learn, grow and thrive! Understanding how the brain works when engaged in play is probably one of the coolest things I've learned as an early childhood educator! It's amazing to see how we can light up the brain through play experiences. It's not about lighting up just one part of the brain, it's about lighting up the whole brain! Let's get our geek on and learn how we can engage the brain through play! We'll start off by discussing some key findings in brain development in the early years and how we can support each of these findings through our interactions with children and by creating a responsive play environment. We continue on our brain play journey as we unlock key strategies to promote brain development that are sure to inspire us to play even more! Share your inspirations. Share the way your brain plays! And discover the possibilities of play!

Objectives:

- Identify the key findings in early brain development and research.
- Increase understanding of how play contributes to brain development.
- Identify the brain smart strategies and how they impact children's learning and development

Diversity, Equity & Inclusion Workshops

30. **Anti-Biased Celebrations:** Understanding the Anti-Biased Approach to Celebrations in the Early Learning Environment

Overview:

Celebrations! Holidays! Traditions! Celebrations in the early learning years are full of excitement, joy, and play. However, they can also be overwhelming, exclusive, and difficult for children if we don't consider the meaning and relevance of these holidays for children and their families. Big feelings come with celebrations which is why it can be difficult for many educators to see celebrations through an anti-biased perspective and figure out how to implement holidays using an anti-biased approach. To ask ourselves: What is important for the families? How can we be inclusive in our practices? What should we do and what is not appropriate? Let's learn about how we can include the joy of many types of celebrations to help children and families feel a sense of belonging in our spaces. Join us as we discuss and reflect on the anti-biased approach and share ideas of how to change our approaches to be more inclusive and respectful while still feeling the joy of celebrating with children.

**Objectives:**

- Defining the Anti-Biased Approach
- Identifying the role of the Educator and ELCC Program
- Approaches to be culturally responsive in anti-biased celebrations

31. Beautiful Minds: Caring for Children with Neurodiversity**Overview:**

Our brains all function slightly differently. Some of us are great with numbers, while others are great artists or sports players. As our brains grow and develop, we may notice that some brains are wired differently, and different strengths and behaviours emerge. Children who are neurodivergent grow just like every other child, just at their own pace and in their own way. Sometimes, though, it can be difficult for adults to learn how to engage and be responsive to a child who is neurodivergent. In this workshop, I will share with you my own experiences as an individual with Attention-Deficit/ Hyperactivity Disorder (ADHD) and offer perspectives and approaches to consider when caring for our young children who march to their own beat. We will discuss three neurodiversity: ADHD, Autism, and Sensory Processing Disorder (SPD), and how to be responsive to their needs and abilities. Forming the foundation of positive relationships at the heart of our connections with children. Let's discover how we can embrace the beautiful minds of children who are neurodivergent.

Objectives:

- Understanding Terms: Special Needs, Neurodiversity and Neurodivergent
- Exploring the brain science behind neurodiversity
- Develop an understanding of the signs and symptoms of ADHD, Autism and SPD and strategies on how to support children with neurodiversity.

32. We All Belong: Inclusive Practices in the Early Years**Overview:**

We live in a world that is wonderfully diverse - not only culturally but also in our unique abilities. Some of us can sing, while others can solve Sudoku in a few minutes. Children all learn at their own rate and in their own way. It's up to us, the important adults in their lives, to help them on this journey they are traveling on. To do this effectively, we need to understand these abilities, how they are unique to each child, and what we can do to support them. This is what we discuss in this session! Let's talk about all children's different learning styles, from extroverts to introverts



to children with Autism, hearing impairments, or sensory processing disorders. Every child can learn! Every child belongs! Let's ensure we can set up our environment for every child and get them on their path to the future!

Objectives:

- Describe inclusion, special needs, and disability
- Identify 4 basic categories of diverse abilities
- Provides practical approaches for supporting an environment of belonging and inclusion

33. What a Wonderful World: Creating Culturally Diverse Environments in Childcare

Overview:

The world is full of adventure, possibilities and play! Our children and families come to us with different play experiences, backgrounds, traditions, cultures and values. Learning and understanding how children see culture is an important part of being a citizen in our communities. In this session, we will take a look at how to bring cultures, traditions and values into our early childhood programs through innovative, relevant and cultural sustainability means. From play experiences to our environments to our connections with children, families and the community, let's discuss how to create a sense of belonging through play!

Objectives:

- Understand the diversity of culture in early learning programs
- Identify how to include culture, traditions and diversity through play
- Build connections with children, families and communities

Understanding & Guiding Children's Behaviors Workshops

42. From Crying to Smiling: Understanding Challenging Behaviour

Overview:

Ever wonder WHY some children react in ways we just don't understand? The screaming, biting and hitting came from nowhere! When a seemingly small situation throws them right into a major meltdown. Feeling like you're at a standstill of what to do next? Well, then this webinar is for you! Join us as we discuss the why's behind children's difficult and challenging behaviours and how we can support them during these difficult moments. Learn what happens in a child's brain when they are dysregulated, and take away some tools that can help you bring them to a responsive state of mind. Co-Regulation is the key! It's not easy sometimes...but YOU are the one



who can make a difference. YOU can help them move from reacting to responding by making meaningful connections and adding some great activities and strategies that everyone can use!

Objectives:

- Identify the communication and brain science behind behaviours
- Reflect on factors that can impact behaviours
- Explore strategies for co-regulation and positive supports

43. The Third Teacher: Creating Responsive Environments to Support Children's Behaviours

Overview:

Children experience big feelings and have big actions to communicate these feelings with the people around them. It's important that early childhood educators create an environment that is safe, physically, mentally, and emotionally, for children to learn about these emotions and discover ways to express these emotions. This is where the third teacher – our early learning environments- can help! By knowing what works for each child, we can create spaces and routines that help them feel safe to explore and express these emotions without negative outcomes. We all understand that this is a learning process for children, so why don't we engage in proactive strategies that support them on their learning journey? In this workshop, we will look at the four key components of creating responsive environments: routines, transitions, play spaces and engagement. Since one strategy doesn't work for each child, every time, we will brainstorm a variety of strategies and approaches you can add to your behavioural support toolkit! Let's look to our environments for help!

Objectives:

- Identify the important role environments have on children's behaviours
- Identify strategies to support four key components of responsive environments: Routines ~ Transitions ~ Play Spaces ~ Engagement
- Reflect on current practices and create action steps to move forward with creating responsive environments.

44. The Daily Struggle: Facilitating Conflict Resolution

Overview:

Conflict is something that we all experience on a daily basis. We all have our own perceptions and experiences and opinions, and with children...these opinions can get very vocal! It's up to us, the adults in their lives, to facilitate how to resolve conflicts constructively so that our children



can grow into success problem solvers and engage in healthy conflicts! It's not an overnight process, but with positive supports, children will start to understand different perspectives and understand how to resolve conflicts in a healthy manner. Let's help them on this journey of success and understanding!

Objectives:

- Establish the 'why' to conflict resolution
- Discuss the learning behind conflict
- Strategies to prepare for conflict resolution
- Identifying steps & strategies to facilitate conflict resolution

45. Know No No's: Understanding Positive Guidance Strategies (3 hours)

Overview:

Ever wonder WHY some children react in ways we just don't understand? The screaming, biting and hitting came from no where! When a seemingly small situation throws them right into a major meltdown. Feeling like you're at a standstill of what to do next? Well, then this professional learning day is for you! Join us as we discuss the why's behind children's difficult and challenging behaviors and how we can support them during these difficult moments. Let's begin this journey with identifying some co-regulation strategies that work for the children in your care!

Now that we understand these big feelings and have big actions that children are using to communicate these feelings with the people around them. It's important that early childhood educators create an environment that is safe, physically, mentally, and emotionally, for children to learn about these emotions and discover ways to express these emotions. This is where the third teacher – our early learning environments- can help! By knowing what works for each child, we can create spaces and routines that help them feel safe to explore and express these emotions without negative outcomes.

Finally, what do we do when children still engage in conflict...despite everything we've done to be proactive? Conflict is something that we all experience on a daily basis. We all have our own perceptions and experiences and opinions, and with children...these opinions can get very vocal! It's up to us, the adults in their lives, to facilitate how to resolve conflicts constructively so that our children can grow into successful problem solvers and engage in healthy conflicts! Let's bring

our calm to their chaos and help children (and each other) on this journey of success and understanding!

Objectives:

- Identify what are difficult and challenging behaviours and how behaviours relate to communication.
- Define positive guidance and how it affects child development and resiliency.
- Increase knowledge of how positive supports/preventative measures, such as, co-regulation strategies and creating a responsive environment.
- Develop key strategies for using positive guidance to support children during challenging behaviours (intervention strategies).

Emergent & Play-Based Curriculum Workshops

46. **Unlocking the Magic of Emergent Curriculum:** An Introduction to the Emergent Curriculum

Approach

Overview:

Step into the magical world of emergent planning – where children are the key! The way we plan activities for children is changing as we focus on the interests and abilities of the children as the core concept behind planning classroom activities and plan activities with the children. What is emergent planning? Is it effective? Will the children still enjoy the activities and learn? How does it work with the Alberta Flight Curriculum Framework? Discover the answers to these questions and much more as we look at some key tips and tricks to implementing an emergent curriculum. This workshop is designed to reveal the mystery and magic of the well-known emergent curriculum concept and put it into practice in your classroom. Remember! Not all planning is the same – just like not all children or teachers are the same, so let's figure out how to do it so it works for everyone!

Objectives:

- Identify the foundations of the emergent curriculum approach
- Overall review of the main components to the emergent curriculum approach
- Create an individualized and responsive approach to planning your environment and play experiences



47. **Observing Play with Intention:** Enriching your Skills in Observations with the Emergent Curriculum Approach

Overview:

Ever take the time to sit back and simply observe children playing? The conversations they have, even by themselves. They show curiosity when they are exploring something new. The expressions of satisfaction when they are deep in thought in play and when they reach a personal goal. These observations of play tell us so much about the children's perspective and learning journey, that we need to write this down and capture it! There are so many discoveries and 'ah-ha' moments throughout the day that it's sometimes difficult for us to figure out what to write down though. So let's learn together as we discuss strategies of intentional observations and practice how to conduct intentional observations that assist us in enriching our environment by implementing Play and the emergent curriculum approach.

Objectives:

- Identify the roots to the emergent curriculum approach
- Review tips and tricks for effective observations
- Implement strategies to improve observation techniques

48. **Playful Planning:** Exploring the Planning Process with the Emergent Curriculum Approach

Overview:

Playful learning experiences promote a sense of curiosity, exploration, and confidence, which are what we all strive to achieve when we plan for our early childhood environment and our children's experiences. One of the most popular and best approaches to achieve this is the emergent curriculum approach. This approach lets the child lead the playful experiences and follow their own learning path. Our job, as early childhood educators, is to observe their interests and plan to either complement or extend these interests. Being intentional about how we prepare a responsive environment is a key element to emergent planning. How we plan activities, play experiences, provocations and invitations and make changes to our environment all depends on the dynamics of our group of children and our ability to really listen, observe and learn about the children's deeper interests and abilities. Let us walk alongside the children and join them in their journeys of wonder, play and curiosity. Join me as we discuss planning strategies that work for everyone. There is no 'one size fits all' when it comes to planning for children's play, so let's explore what your journey is with the children and how you can plan for play!



Objectives:

- Review Emergent Planning Practices
- Identify Planning Strategies based on the Balanced Approach to Emergent Planning
- Translating Observations to Playful Planning

49. Reflections of Playful Learning: Making Children's Learning Visible with the Emergent Curriculum Approach

Overview:

After a full day of play, everyone is exhausted! Oh, but what fun we had! What learning transpired! It was a success! Before we forget of all the adventures and discoveries, it's time to reflect. Reflection is a main factor when enriching your emergent curriculum approach. Reflection has many facets, and looks different for each educator and each group of children. In this session, we will look at the many different ways to reflect on playful learning; on-the-spot, daily, weekly and monthly reflections that use a variety of forms of reflection and documentation. We will discuss three main reflective documentation formats with you in this session; reflective planning, documentation boards and learning stories. Discover the steps that work for you with reflection! It's all about showcasing your personal reflections, team reflections and reflections with the children and their families that make this reflective process valuable. It's time to capture the moments of play and joy in early childhood!

Objectives:

- Review and identify the importance of reflective practices
- Identify various ways to document reflection of children's learning
- Identify the core elements of reflective practices using reflective planning, documentation boards and learning stories

34. Enriching Your Emergent Curriculum Approach (6 hour PLD)

Overview:

Combine our three workshops on 'Enriching your Emergent Curriculum Approach' into a day of playful learning! Take a deep dive into each pillar of the emergent curriculum approach with

hands-on activities and reflective discussions that directly impact your professional practices in planning for young children.

Objectives:

- Engage in reflective observations
- Identify how to use your observations to impact your planning
- Document children’s learning in playful and meaningful ways

35. **NEW! Protectors of Play:** Valuing the Pedagogy of Play

Overview:

Play. Playful Learning. Learning Through Play. Pedagogy of Play. These are just some of the terms we use to advocate for the importance of Play, not only in the early learning years but throughout our learning journey. For now, let’s start with Play in the early years and how it can optimize learning and create a responsive environment where we are all co-learners! The brain is wired to Play. As playful learners, our role is to foster a playful environment and encourage children to Play to explore, create, problem-solve and discover. Together, we will unpack the power of Play as we become Protectors of Play! Define Play for yourself and its relevance to children’s experiences, learning and growth. Identify the key principles of Play. Discover how to create playful environments and reflect on these Play experiences to nurture the passion of Play. As Protectors of Play, we play a vital role in its implementation and advocacy. Raise your voices for Play!

Objectives:

- Unpacking Play Pedagogy
- Implementing Play into Your Everyday Practices
- Reflections on Play
- Advocating for Play in the Early Learning Years

Focusing on Early Childhood Educators and ELCC Teams

36. **Active Listening:** Surviving Difficult Conversations with Colleagues

Overview:

Conflict. Disagreements. Tension. People. Adults. A common communication barrier for many early childhood educators is how to address conflict in the workplace, between co-workers and with families. This is not an easy task and takes time, intentionality and practice. Effective



communication is key to developing a positive workplace culture and working with families. A major component of effective communication stems from your own ability to engage in active listening. To learn the skills of how to listen to learn, instead of listening to respond. As early childhood educators face conflicts with other adults, active listening skills become an essential part of building a safe space that fosters positive relationships between adults who care for young children. Join us as we discuss some of the most common conflicts early childhood educators have with other adults and how to overcome these obstacles with active listening skills. Adopt strategies that take your communication skills to the next level, and set you on the pathway of success. Reaching positive outcomes in conflict may not always be easy but it is possible when we have the right tools.

Objectives:

- Reflect on current communication strategies and obstacles
- Discover how active listening improves communication with families and workplace culture
- Identify specific strategies to use during conflict to result in positive outcomes

37. Bringing the Village Together: Team Building Practices for Early Childhood Organizations

Overview:

Creative, inspirational and effective team-building strategies help to create a foundation of respect, trust and cohesiveness that every early childhood team needs to provide high-quality care to the children and families they work with. We are the village that works together to help children thrive! Selecting and implementing activities, strategies and practices that are culturally appropriate, focus on communication and overcoming obstacles together are just some of your goals with any team building experience. Together, we will explore, play and reflect on how to make team building a part of your regular routine within your program. This is not just for leaders – your whole team can join in this learning experience. From team meetings to reflective practices to playful activities, let's make sure that every team member feels a sense of belonging and a valued team member!

Objectives:

- Define effective teams and the core values and practices of effective teams
- Pinpoint obstacles and struggles to build effective teams and find solutions to these obstacles
- Identify and reflect on team-building practices in a variety of contexts



- Engage in team-building experiences

38. **Building Stronger Team Together:** Effective Team Communication in Early Childcare Programs

Overview:

Your team is the heart of your early childhood program. Strong teams build each other up, value each other's strengths and collaborate to reach goals. We establish professional friendships and learn and grow together. Building a strong team, though, takes time, intentionality and vision. Working with diverse perspectives, experiences and knowledge can be seen as a challenge or a perk. How do you communicate with your colleagues and team members to ensure everyone shares the same values and goals? Are we recognising the importance of diversity? Do we acknowledge and understand that everyone needs something different to be seen, heard and valued? Let's work together to discuss building a stronger team through our values, communication and diversity. Knowing HOW to communicate with each other is a key skill to have as early childhood educators. We are fabulous with children... but can we communicate effectively with adults? Join us as we explore how to adapt our communication style, recognize our core values and build a positive workplace culture. Let's play, grow and learn together!

Objectives:

- Define effective teams and the core values and practices of effective teams
- Pinpoint obstacles and struggles to effective team communication and find solutions to these obstacles
- Identify and reflect on team-building practices in a variety of contexts

39. **Finding Calm in the Chaos:** Importance of Self-Care for Early Childhood Educators

Overview

As early childhood educators, providers, and leaders, we are used to always lending a helping hand when needed and going the extra mile for our children, our families, our co-workers, and our field in general. We work hard, long hours. We go through a mirage of feelings, ups and downs. And through all this...we do it with a smile (usually). So, why do we forget about ourselves? What happens when we reach the edge of what we can do? Are we at burnout? How can we avoid burnout and recognize when it's time to focus on us! Join me as we discuss how to take time for YOU and why it's important to do so. Find your niche in what you need to find peace within yourself and strategies to unwind during those stressful times. Take time for



reflection and connection with other educators who are experiencing similar feelings and learn from each other! Together, we will find the calm in the chaos and remind each other that "YOU are AMAZING!"

Objectives:

- Understanding and Identifying Stress
- Trauma, Burnout and Compassion Fatigue
- Culturally Responsive Self-Care
- Creating an Individual Self-Care Plan

40. **NEW! Leading with Advocacy:** Professionalism and Ethics for Early Childhood Educators

Overview:

Advocacy for the child care sector begins with you! As early childhood leaders, we must promote and maintain a sense of professionalism in what we do. This requires us to engage in deep and meaningful reflective practices in all that we do. These self-reflective practices include your knowledge and practices in best practices, ethical conduct, family engagement and reflection on your policies and practices. Not only do we need to self-reflect as leaders, but we also need to engage our team in reflective practices. Together, we can create a sector of passionate, nurturing and caring educators who advocate together for high-quality child care. Let's take a look into how this can work for you and what steps you need to take to continue on your pathway as an early childhood educator, advocate and Protector of Play!

Objectives:

- Define advocacy, professionalism, best practices and reflective practices
- Practices for professionalism
- Identify professional ethical conduct, morals and values
- Engage in professional and reflective practices

41. **Managing Stress:** Finding Balance at Work and in Life

Overview

Managing stress is not an easy task for many early childhood educators. We invest our heart, minds and bodies in what we do as professionals and often take things home with us. Not only the material 'to-do' list, but also the emotional 'to do' list. How can we manage the stresses of home and work? How can we find the balance that works for us? Managing stress is a journey within itself. Let's connect and talk about our journeys and all the different ways that we cope



with stress and find a healthy balance between work and life so that our stress levels decrease and our peaceful, calming and joyful moments shine through. Identifying our stresses and how it affects our well-being. Learn effective strategies and tools to manage your time more effectively to decrease your stress. Connection is key. We are not in this alone. Let's find the balance together.

Objectives:

- What is work-life balance
- Identify possible stressors for early childhood educators
- Impact of stress on behaviours and well-being
- Strategies to manage work-life balance

42. **NEW! The Journey of Learning:** Reflective Practices of an Early Childhood Professional

Overview:

One of the most impactful strategies I have learned as an early childhood educator is how to reflect on my practices. This is not something I did much of in my early years as an educator. After all, I was simply trying to survive and just at the beginning of my journey as an educator. However, I wish I had done more of this essential practice when I started as it has immensely helped me grow as a professional early childhood educator. I wish I had a community of practice to share ideas and perspectives. So, here we are to support you - wherever you are on your journey as an ECE. Reflective practices can be done in a variety of ways. From quick, on-the-spot reflections to deeper and collaborative reflective practices, there's something out there for each and every one of us. Join us as we discover the pathways of learning through reflective practices and how we can diversify our approach and build our metacognition. We will explore reflective practices as an individual, as a team and within a community of practices. Discover practical ways to increase this invaluable tool that we have at our fingertips and how to maximize our outcomes of reflection to apply to our practices.

Objectives:

- Identify reflections as an integral part of professional practices
- Identify strategies to support reflective practices
- Gain knowledge about how to diversify reflective practices