

Innovations in Education, LLC

Early Childhood Education Training Solutions for Individuals & Programs

10400 Hardwood Ct / Woodstock, MD 21163 / 410.370.2837 / CKO – 1962

www.innovationsed.com

Winter 2011-12 Newsletter



“For children, play is as natural as breathing—and as necessary.”

—Mimi Brodsky Chenfeld,

A message from the owner:

Happy New Year! Did you make a New Year’s resolution? I never do, because I know I won’t keep them. But this year, I’ve decided to make a resolution to find more time for PLAY. I resolve to PLAY more with my children and family. I resolve to PLAY more in my work. When we as adults make time for joyful PLAY, we get to experience all of the wondrous things young children already know! Every time you PLAY, you learn something new. Every time you play, you engage your creativity. Every time you PLAY, you increase your problem solving skills. The list goes on...

Time for PLAY in early childhood programs seems to be dwindling, and yet the research continues to stack up in favor of **MORE** time for PLAY rather than less. Will you join me and resolve to PLAY more, and bring more PLAY into your daily work with young children? We highlight the importance of PLAY on pages 3-5.

At Innovations in Education, LLC, we are always looking for ways to make professional development more meaningful and relevant to our participants. While we recognize that you have limited time to devote to on-going training, we also know that after you’ve worked in this field for a few years, most workshops start to sound the same.

We want to keep you engaged and actively involved in your professional development, so we’ve created Professional Learning Communities (PLCs). PLCs are designed to provide you with more interactive, in-depth training on a specific topic. A PLC is a group of caregivers who meet once per month with a facilitator to get more individualized training on the chosen topic. All PLCs are MSDE approved Core of Knowledge sessions. Each PLC topic has a specified number of training hours. Participating in a PLC is a more personalized approach to meeting your annual training requirements. See page 5 for more information.

Here’s to a year filled with joyful play!

A handwritten signature in black ink that reads "Randi Albertsen".

Randi Albertsen
Owner
Innovations in Education, LLC

New Convenient Locations for Training

We now have 2 convenient locations for your professional development needs!

Baltimore: (CJE)

The Center for Jewish Education, 5700 Park Heights Avenue, Baltimore

Howard County: (HCC)

The Children's Learning Center at Howard Community College, 10901 Little Patuxent Parkway, Columbia

When registering for training, please note the workshop location, CJE= Baltimore; HCC= Howard County

*****Please note ALL evening workshops are held from 6:30pm -9:30pm*****

Need something more convenient? Try one of our online workshops!

Would you rather take classes in your pajamas? In the evening or weekend? From the comfort of your sofa? Take classes that fit within your schedule, in the convenience of your home. Our online workshops may be just what you're looking for.

Our online workshops are all MSDE approved Core of Knowledge trainings. The format is easy to use, with no special computer skills required. If you can type, you can succeed in our online trainings.

"Great is the human who has not lost his childlike heart."

— Mencius (Meng-Tse), 4th century BCE

Online Training

February 6, 2012 – March 12, 2012 (\$95 / 15 hours COK)

The Big Picture: Learning About Children Through Observation

Participants in this online training will explore the connection between observation and assessment of young children in a developmentally appropriate manner. Participants will explore various methods of observing young children and tools for recording observational data. This workshop will provide participants with strategies for becoming effective, responsive observers. The online course includes videos, articles, and hands-on experiences. An interactive community of learners helps provide support in completing this workshop.

April 2, 2012 – April 30, 2012 (\$80 / 12 hours COK)

Using the Internet and Technology as a Professional Tool

Participants will gain a greater understanding of how to utilize the Internet and other technologies to enhance family communication, professional development, and curriculum. By the end of the 4 weeks, participants will have had many opportunities to read about and use technology in their programs. The online community of learners will be able to share their progress and challenges over the course of 4 weeks, with continual feedback from the facilitator. By week 4, participants should feel more confident in their ability to access technology and utilize it to their advantage for overall personal and professional improvement.

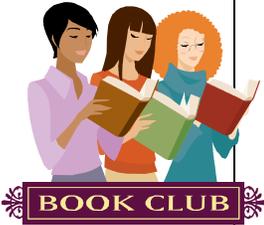
May 7, 2012 – June 4, 2012 (\$80 / 12 hours COK)

The Value of Play

The foundation for implementing developmentally appropriate practice is creating an environment where young children learn through play. This workshop explores how to create an environment that supports learning through play. Participants will explore what "learning through play" means, what it looks like, and how to actually implement this in their programs. An interactive community of learners helps provide support in completing this workshop.

Please visit our website for full services and registration materials:

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Recommended Reading from the Innovations in Education Staff:

Play: The Pathway from Theory to Practice – Sandra Heideman

The Play's the Thing: Teacher's Roles in Children's Play – Elizabeth Jones

Developmentally Appropriate Play: Guiding Young Children to a Higher Level –
Gaye Gronlund

"Without play, peak performance is impossible. By play, I mean any activity that engages the imagination."

—Edward Hallowell

What is Play?

Play is...

- Intrinsically motivated
- Self-selected
- Enjoyable
- Process oriented
- Self-driven

Play is choosing what to do, doing it, and enjoying it! When children are engaged in joyful play, they learn the skills necessary for success in school in success in life.

What children learn through play:

- Conflict resolution and negotiation skills
- Self-concept and self-control
- Communication skills
- Creative expression
- Values and ethics

So what are you waiting for? Stop what you're doing and GO PLAY!

Why is Play so Important?

Open-ended, child-initiated play supports the development of **executive functioning skills**, or the ability to think clearly and process information in an organized way; to stay focused on a task; and to control emotional and cognitive impulses.

When children are engaged in meaningful play, they learn how to work with others. Play allows children to take on new roles. When a group of children take on complimentary roles, i.e. as architects designing a bridge in the block corner, or as a family in dramatic play, each child gets a chance to practice the norms for that role. If the "Daddy" steps out of his role and begins acting like a baby, the other children will most likely correct and re-direct the Daddy to resume his role. This type of play helps children learn how to control their impulses. It also helps children learn how to think about their actions as they relate to the role play and stay focused on the group play, all key components of executive functioning.

Educators and psychologists believe that executive functioning skills learned in preschool, during play, are a greater indicator of long term school success than anything else (Bodrova and Leong, 2003; Duckworth, 2007).

The Right to Play

Documented in the United Nations Convention on the Rights of the Child is the simple message that "children have the right to play" (Article 31). We tend to take for granted that children have the right to play, but if we continue to ignore the pressures on educators, children will lose this right. Expectations for achievement and the so-called need for "academic" preschool continue to chip away at time devoted to play. It's time we stood up for children and protect their right to play.

"Whoever wants to understand much must play much"

-Gottfried Benn, German physician, 1886-1956

The Role of Teachers in Play

From Exchange EveryDay, December 21, 2011

In their updated book [The Play's the Thing: Teachers' Roles in Children's Play](#), Jones and Reynolds talk about "Why Teachers Play":

"Some teachers enter play spontaneously for their own pleasure or the children's. They take their cues from the children, and the relationship is one of mutuality. Other teachers intentionally guide play for teaching purposes. Inherent in the role of teacher as player is the risk that the adult will take over, directing play that then ceases to be the children's, or will attract children looking for adult attention.

"When is this risk appropriately taken? We believe it is at the beginnings, when children are still short on ideas for play in the school setting and/or skills for playing with materials and each other. There are several kinds of beginnings, including beginning child care as a young 3-year-old or entering a school culture that is different from one's home culture....

"Teachers of children who come to school unfamiliar with its materials, language, or play scripts may need to enter into play with children to build bridges from home culture to school culture. Children become competent with materials, not through directed practice but through exploratory play. Very young children, learning communication skills in their home language, as well as second and third language learners, become competent with oral language through spontaneous exploration of its sounds and its possibilities for communication. They become competent with scripts of their home, neighborhood, and cultural traditions by playing them."

“We don't stop playing because we grow old; we grow old because we stop playing.”

-George Bernard Shaw



Check this out!

Blogs that promote play

progressiveearlychildhoodeducation.blogspot.com

playathomemom3.blogspot.com

teachmama.com

ooeygoeey.com

teachpreschool.org

janetlansbury.com



Bringing Play Outdoors

- Have you considered your outdoor space as part of your everyday learning environment?
- Are you intentional in giving children opportunities to learn and explore outdoors?
- Does your outdoor space provide more than just a climbing structure and a sandbox?
- Do you find inspiration in your outdoor play space?

Yes, children need the experiences of climbing, jumping, skipping, and running that the great outdoors provides. Yes, children need to feel the wide open space of the playground to engage their senses. Yes, children need the experience of digging in the sand or dirt, in a way that cannot occur in the sand/ water table inside. And yes, unstructured outdoor play gives children a chance to just let off some steam.

But have you really considered the value of bringing intentionality to your outdoor space? Consider designing your outdoor space in the same way you design your indoor space.

Does your outdoor space include:

- Places for digging
- Cozy, quiet, soft spaces
- Places for climbing over
- Places for climbing under
- Space to connect with nature
- Spaces for gathering together
- Space to create adventure and drama
- Props to encourage exploration or new activities

Enhance your outdoor space by adding:

- A garden
- Pathways
- A platform
- Spaces for moving water (i.e. a trough)
- A sound garden using old pots and pans
- Opportunities to be archaeologists
- Opportunities to be geologists
- Places to take risks

Professional Learning Communities

Tired of the same old training, year after year? Try one of our Professional Learning Communities (PLCs). A PLC is a comprised of a group of educators and caregivers with a common interest. Each PLC focuses on one topic for professional development, and explores that topic in depth for a specified period of time. A PLC provides the opportunity to meet caregivers with similar interests and a desire for more personalized learning. Members of the PLC meet with a skilled facilitator to learn from each other, share successes, and gain new knowledge in a way that meets individual learning styles and professional development goals. New PLCs will be forming this spring. Current topics:

- Social-emotional development
 - Emergent Curriculum
- Understanding the Philosophy of Reggio Emilia

Don't see a topic that interests you? Send us an email and let us know what you're looking for. We just might be able to help!

info@innovationsed.com

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Have you heard?

Maryland was successful in winning a Race to the Top Early Learning Challenge Grant. Maryland will receive \$50 million over the next 4 years. Funds from this grant will support several Early Childhood initiatives:

- Implement Maryland EXCELS
 - Develop a comprehensive assessment system birth – 72 months
- Provide training and technical assistance to implement the new assessment system

www.marylandpublicschools.org/MSDE/divisions/child_care/announce

Like our  page

www.facebook.com/innovations.in.education

or follow blog

www.innovationsed.wordpress.com

Connect with us online by February 10, 2012 and be entered in a drawing to win a digital camera!

Ask us About:

Maryland Model for School Readiness training
Emergency and Disaster Preparedness training

Medication Administration training

SEFEL training

Healthy Beginnings Training

Professional Learning Communities (PLCs)

info@innovationsed.com

Training Tracks

Training tracks are a series of workshops designed to help you easily meet your licensing, credentialing, or CDA training requirements. Our training tracks have been designed to provide you with workshop content that is specific to the age of children you serve, as well as, workshops that apply to any age group. Training Tracks A, B, C, and D are offered at the discounted rate of **\$85 per person per track (12 COK hours each track)**. **Individual workshops are \$25 each**. See pages 7-9 for more details about each workshop.

TRACK A (HCC)	TRACK B (HCC)	TRACK C (CJE)	TRACK D (CJE)
All workshops are held from 6:30pm – 9:30pm			
2/7/12 Welcoming a Child with Special Needs	2/22/12 Health and Nutrition for Young Children	2/1/12 Foundations of Quality Care	2/9/12 Infants and Toddlers: Nurturing Early Brain Development
2/21/12 Strategies for Success: How To Handle Challenging Behaviors	3/1/12 Dance, Sing and Create All Through the Day	2/22/12 Developmentally Appropriate Practice: The Basics	2/27/12 Learning About Children: Observation and Documentation
3/6/12 Nurturing Relationships: The Foundation for Social-Emotional Development	3/29/12 The Process of Creative Art	3/14/12 Intentional Teaching: Moving Beyond the Basics of DAP	3/8/12 Nurturing Attachment
4/11/12 Enhance Your Professionalism: Communication Styles and Strategies	4/19/12 The Great Outdoors	4/18/12 Learning Through Play	4/23/12 Creating Inviting Spaces for Infants-Toddlers-and Twos

Please visit our website for full services and registration materials:

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Winter-Spring Training Calendar

FEBRUARY

2/1/12

Foundations of Quality Care

Erikson, Froebel, Montessori, Piaget, Reggio-Emilia; there are many theories and approaches to early care and education. This workshop explores the developmental theories and approaches that have shaped early childhood education. Finding a theory you relate to can help solidify your values and beliefs about early childhood.

3 hours Core of Knowledge: PROF

Location: CJE, \$25

2/7/12

Welcoming a Child with Special Needs

This workshop will help give caregivers the confidence to welcome a child with special needs into their programs. This workshop explores the challenges of working with children with special needs, resources to help educate staff and families, the Americans with Disabilities Act, IEPs, IFSPs, and expectations of teachers and programs for meeting the needs of children with special needs.

3 hours of Core of Knowledge: SN

Location: HCC, \$25

2/9/12

Infants and Toddlers: Nurturing Early Brain Development

How many times have you heard the phrase "early years are learning years?" Infants and toddlers grow and develop so rapidly during the first three years of life. This workshop explores how a baby's brain grows and develops, and how caregivers can support optimal growth and development.

3 hours Core of Knowledge: CD

Location: CJE, \$25

2/21/12

Strategies for Success: How to Handle Challenging Behaviors

In this workshop, participants will explore behaviors that most frequently challenge your patience. Learn new strategies to support children and save your sanity.

3 hours Core of Knowledge: 1 SN, 2 CD

Location: HCC, \$25

2/22/12

Developmentally Appropriate Practice: The Basics

Developmentally appropriate practice (DAP) has been used to describe what we do as caregivers. In this workshop, participants will explore DAP, what it means, what it looks like, and how to make sure your program is implementing DAP.

3 hours Core of Knowledge: CUR

Location: CJE, \$25

NEW 2/23/2012

Health and Nutrition for Young Children

This workshop introduces childcare providers to the information and tools needed to serve healthy foods to young children and educate children on the benefits of good nutrition. This workshop will also provide caregivers with the information and tools needed to work with fussy eaters and children who have food allergies. Along with good nutrition comes exercise and physical fitness. Age appropriate ideas for keeping children fit and healthy will be explored.

3 hours Core of Knowledge: 2 HSN, 1 SN

Location: HCC, \$25

2/27/2012

Learning About Children: Observation and Documentation

Assessment of young children involves observing and documenting children's actions and behaviors. This workshop explores how to make this process easier and more productive for you. Learn new techniques for observation and documentation, while gaining confidence in your knowledge of child growth and development.

3 hours Core of Knowledge: CD

Location: CJE, \$25

MARCH

NEW 3/1/2012

Dance, Sing and Create All Through the Day

Music, dance, theater, and fine arts are so important to whole child development. This workshop explores hands-on strategies to integrate the Maryland State Curriculum objectives throughout your entire day. Come prepared to move and groove!

3 hours Core of Knowledge: 2 CUR, 1 CD

Location: HCC, \$25

3/6/2012

Nurturing Relationships: The Foundation for Social-Emotional Development

This workshop explores the importance of developing nurturing relationships with children. Participants will explore strategies for supporting children's social-emotional development through these relationships.

3 hours Core of Knowledge: 1 CD, 1 SN, 1 COM

Location: HCC, \$25

3/8/2012

Nurturing Attachments

Caring for infants and toddlers requires secure attachments between a caregiver and child. This workshop explores how developmental theorists like Magda Gerber, T. Berry Brazelton, and Mary Ainsworth have influenced our understanding of attachment. Participants will explore how attachment influences infant feeding, sleeping, crying, separation anxiety, competence, and confidence.

3 hours Core of Knowledge: 1 PROF, 1 CD, 1 CUR

Location: CJE, \$25

3/14/2012

Intentional Teaching: Moving Beyond the Basics of DAP

This workshop is ideal for caregivers who have a basic understanding of Developmentally Appropriate Practice and are ready to explore the process of implementing DAP. Practical strategies and tips for how to implement DAP are the focus.

3 hours Core of Knowledge: 1 PROF, 2 CUR

Location: CJE, \$25

3/29/2012

The Process of Creative Art

The process of creating art is far more important to children's development than the actual product created. This workshop explores the creative process in a hands-on way, using art of the masters as a guide.

3 hours Core of Knowledge: 3 CUR

Location: HCC, \$25

APRIL

4/11/2012

Enhancing Your Professionalism: Communication Styles and Strategies

This workshop will help participants identify common communication challenges faced when working with colleagues, families, and children. Participants will explore strategies to support more effective, positive communications.

3 hours Core of Knowledge: PROF

Location: HCC, \$25

4/18/2012

Learning Through Play

This term is used in early childhood settings, but what does it really mean? How do you explain to parents what you do? This workshop provides you with the language and tools you need to implement a play-based program, and communicate the value and benefits of play.

3 hours Core of Knowledge: CUR

Location: CJE, \$25

4/19/2012

The Great Outdoors

This workshop focuses on utilizing the outdoor environment to support child development. Respect for the needs of families, playscape accessibility, and natural materials are the emphasis in exploring inexpensive ways to enhance outdoor learning opportunities.

3 hours Core of Knowledge: 2 CUR, 1 SN

Location: HCC, \$25

4/23/2012

Creating Inviting Spaces

The environment in an early care setting can help caregivers meet the developmental needs of infants and toddlers. This workshop provides opportunities for caregivers to explore a multitude of ways to create inviting and nurturing environments for infants, toddlers, and two year olds.

3 hours Core of Knowledge: 2CD, 1 CUR

Location: CJE, \$25

4/30/2012

Tantalizing Twos

No longer babies, and not quite preschoolers, two-year-olds are in a class of their own. This workshop introduces participants to a novel approach to working successfully with children ages 2-3.

3 hours Core of Knowledge: 2 CD, 1 CUR

Location: HCC, \$25

MAY

5/3/2012

Around the World with Folk Tales

You know Little Red Riding Hood and Cinderella. Come meet their cultural cousins, and others. In this workshop, you'll be introduced to familiar folk tales from cultures around the world. Bring diversity into your program using children's literature.

3 hours Core of Knowledge: CUR

Location: HCC, \$25

5/10/2012

Developing Relationships with Families

Building relationships with families is just as important as building relationships with the children in our care. In this workshop, participants will explore the challenges and strategies of building positive relationships with families. The rewards of these relationships benefit you and the children in your care.

3 hours Core of Knowledge: COM

Location: HCC, \$25

5/15/2012

Beyond Emergency Preparedness: Helping Children Feel Safe and Secure

You've taken the required Emergency and Disaster Preparedness training, you've written your emergency plan, now what? How do you teach the children in your care about preparing for emergencies? How do you introduce the concept of shelter in place? How do you help children cope with emotions they may experience either when practicing the drills, or during and after an actual emergency. This workshop provides practical, hands-on solutions for helping children feel safe and secure.

3 hours Core of Knowledge: 1 CUR, 1 HSN, 1 SN

Location: HCC, \$25

5/23/2012

Interactive Circle Time

Spice up your circle time routine with new ideas and activities to keep everyone engaged. Circle time is a great way to build a sense of community in your program. Use circle time activities to build stronger relationships and reinforce social skills.

3 hours Core of Knowledge: CUR

Location: HCC, \$25

NEW 5/30/2012

School Age Care: Secrets of Success

Caring for school age children requires a different perspective than caring for infants or preschoolers. School agers need your understanding and support. This workshop provides insight into the unique challenges of working with school agers, and offers strategies and ideas for meeting the needs of this age group.

3 hours Core of Knowledge: 1 CUR, 1CD, 1 SN

Location: HCC, \$25

All workshops are held from 6:30pm – 9:30pm

Please visit our website for full services and registration materials:

www.innovationsed.com

REGISTRATION POLICIES

- **ALL workshop participants MUST pre-register.** There will be NO exceptions. Participants are required to register and pay for workshops in advance. Participants may register online, by fax, or by mail. All payments must be received prior to the start of the workshop. ***Walk-ins will NOT be accepted.***
- **Registrations are accepted in the order in which they are received.** You will receive an email confirmation notice within one week of the date your registration was received. If your registration is received less than one week prior to a workshop, you will receive confirmation by phone.
- **Refund policy:** We recognize that situations change, but our instructors must plan and prepare for workshops in advance. Refund requests must be made at least one week prior to the scheduled workshop. Unless otherwise noted, all refund requests are subject to a \$5 administrative fee. Refund requests made between 24 hours and one week prior to the workshop may receive credit for a future workshop. *Refunds will not be given for non-attendance or for requests made within 24 hours of the start of the workshop.*
- **Cancellation and change policy:** Please register early! Class sizes are limited. Workshops with insufficient enrollment will be cancelled. If a workshop must be cancelled due to limited enrollment or instructor illness, registrants will be contacted immediately and a full refund will be issued. Innovations in Education, LLC reserves the right to change the location or instructor of a workshop when necessary.
- **Inclement weather policy:** In the event of inclement weather, Innovations in Education, LLC will follow the Howard County Public School System weather closures. When winter weather is questionable, decisions about evening workshops will be made by 3pm. Weather related decisions for weekend classes will be made by 7am. Please call 410-370-2837 or visit our website, www.innovationsed.com, for the most current workshop status.
- **Late arrivals will NOT be admitted.** Classes will begin and end promptly. In many instances, building security will not be available to open doors for late arrivals. Please arrive 15 minutes prior to the start of the workshop to sign in and to hear announcements. *No refunds, credits, or certificates will be issued to anyone arriving after the start of the workshop. NO EXCEPTIONS.*
- **Certificates:** All workshops will have an assessment component administered by the instructor. Core of Knowledge certificates will be issued to participants who have actively and successfully participated in the workshop and assessment. Continued Training Certificates will be issued when participants have not successfully demonstrated knowledge of the workshop objectives. Both certificates are accepted by the Office of Child Care for licensing purposes. *Certificates will be mailed to participants within two weeks of the completion of the workshop.* All workshops offered are approved by the Office of Child Care, approval #CKO-1962.
- **Child care is not provided during workshops.** Workshops are for adults only. Please make other arrangements for care of your children during workshop hours.

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www.innovationsed.com



Innovations in Education, LLC Registration Form #CKO-1962

Please print

Name:		Daytime phone:
Email:		Evening phone:
Street Address:		License/Registration #:
<input type="checkbox"/> home address <input type="checkbox"/> work address		City, State
		Zip:
Registrant information: <input type="checkbox"/> Registered family child care <input type="checkbox"/> Family child care applicant <input type="checkbox"/> Child Care Center, Preschool, Nursery school _____ <input type="checkbox"/> Head Start <input type="checkbox"/> Parent <input type="checkbox"/> Other Program or Organization _____		
Date of workshop	Workshop title	Workshop cost
Total cost		\$

I have read and agree to abide by the Registration Policies. Registrations will not be accepted without agreeing to the policies on page 10.

Signature of workshop registrant

Please make your check or money order payable to *Innovations in Education, LLC*

Mail payments to:
 Innovations in Education, LLC
 10400 Hardwood Court
 Woodstock, MD 21163

Phone: 410-370-2837
 Fax: 410-465-8219
 Email: registration@innovationsed.com

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***Coming Spring 2012:
Focus on Infant-Toddler-Twos***

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