

CCC Newsletter

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The mission of Concord Children's Center is to cultivate an intimate, welcoming community where children develop respectful relationships and inquisitive minds, build confidence in their individual gifts, and are engaged, prepared and inspired to learn



December, 2016

December Optional Days



If you are planning to send your child to CCC during our December Optional week (12/27-30), please remember your child must be on the "list"! If you are not sure if you signed up, please check with Penni, Anne, or Jennine.

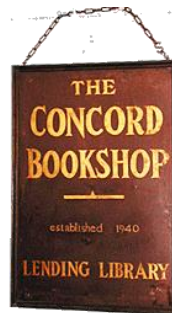
Calendar

Dec 14	Board meeting
Dec 26	CCC Closed
Dec 27 – 30	Optional Days

Annual Appeal Giving Challenge a Success!

The CCC Annual Appeal Turkey challenge came to a close on Giving Tuesday. 30% of our families participated in this first *Annual Appeal Giving Challenge*. 54 current families and staff, 16 alumni families, and 4 corporate donors raised \$9,423. Thanks to everyone who contributed to this drive. While we accept donations throughout the year, our Annual Appeal committee will initiate periodic "challenge drives" Many thanks to Jennifer Saxe our Development Coordinator and the Annual Appeal Committee: Hannah Brown & Jeffery Goodrich (West Concord), Lindsay Torgersen (Emerson), Emily Rush (West Concord) and Wenjun Kuai (Ripley). We also thank our Alumni volunteers; Richard Wells and Kathleen Bailey, and Mary Ells.

Thank-You to our Bookshop Volunteers and Shoppers.



Thanks to all of our families who helped at our Bookshop Fundraiser by shopping or volunteering or doing both! The Concord Bookshop donated almost \$1,000 to support our CCC tuition assistance program and families donated 50 books to our classrooms.

December Holiday's

Holiday celebrations are wonderful opportunities for children to learn about the traditions and values that are significant parts of people's lives, and December arrives with a bevy of holiday festivities.



Following the lead of our children and their families, CCC includes a variety of holidays in the curriculum and invites families to share special traditions. Our CCC community of families celebrate over two dozen different holidays throughout the year. We focus on the secular and traditional aspects of holidays, often sampling delicious foods that are part of each celebration. We welcome families to bring their traditions into our classrooms.

We recognize, regardless of which holidays are celebrated, they often come with an abundance of anticipation and excitement. We are all affected, no matter what our traditions may be. At the Children's Center, we remain committed to providing developmentally appropriate experiences, and paying careful attention to children's emotional and physical wellbeing.

Cold Weather Wear



Outside play happens year round at CCC. Please remember to dress your children for the weather.



What does it look like? The third standard in the NAEYC Accreditation Classroom Portfolio is “Teaching”. Standard 3: Teaching states, *the program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the curriculum goals. Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn.*

Below are examples of the NAEYC Portfolio entries from 2012.

1.C.03: Teaching staff support children as they practice social skills and build friendships by helping them: a. enter into [play], b. sustain [play], and c. enhance play.



Having a variety of infants and toddlers together allows for children of all ages to explore and enhance relationships with children at all ages and stages. We build on children’s experiences and add items such as dress ups, books, or tunnels to further enhance play and sustain play that a child/ group of children has entered into. In this picture one of older toddlers has brought a book over to Kerrie to read. With encouragement one the younger infants has rolled over to the book to look at the pictures. By taking the time to point out the pictures in the story, teachers are able to sustain interactions and build on play experiences.

1.D.04: Teachers help children talk about a. their own and, b. others' emotions, c. explore a wide range of feelings and the different ways that those feelings can be expressed.

We use simple positive ways to help children explore their own emotions and the emotions of the others. Some books used in this area: ***Words Are Not for Hurting*** by Elizabeth Verdick, ***Feelings*** by ALIKI, ***I Don't Want To Talk About It*** by Jeanie Franz Ransom.



This child cradled against her mom is looking sad. When it was time for the mom to leave, she was sad to say goodbye. We held the child and listened to her express her feelings. We then reassured her mom would be back after lunch. We understand the importance of listening to the children express how they are feeling. We feel that it is important to validate the children and help them work through the different emotions they have any given moment.

Documentation: Making Learning Visible



Just as most professionals, early educators are expected to make clear adherence to standards and values defining best practice. NAEYC Accreditation has established standards that align with Concord Children's Center's values. The Portfolios, a vehicle for documentation, are the means by which we make visible our practices and it is through documentation we can make visible the process of what is happening for children in our classrooms. Documentation is the tool by which we learn how to improve as educators, extend the learning experience for children, and assure we are listening carefully to children, learning who each child is and how we can

best meet each child's needs.

“Documentation typically includes samples of a child's work...: photographs showing work in progress; comments written by a teacher...;transcriptions of children's discussions, comments and explanations of intentions about the activity...” (Katz and Chard 1996) When done well, documentation tells the story of the purpose of an activity or experience, and it tells a story about the , leading teachers and parents and children to a deeper understanding. “When used effectively, consistently, and thoughtfully, documentation can also drive curriculum in the early childhood classroom setting.” (Young Children March 2008). Documentation invites educators to be curious about the meaning of events to children. In many ways teachers are researchers, using their research to insert deeper wondering and thinking between the act of observation and the planning of a response (curriculum).

On Thursday December 1st, 10 CCC educators and Pat, our Executive Director, attended an *Open Studio* at the Wheelock College Documentation Studio in Brookline Massachusetts. *Open Studios* and other events held by the Documentation Studio are opportunities to explore questions of teaching and learning grounded in documentation.

CCC Staff along with other area educators listened to Rita Melia, an early childhood specialist from Ireland who is completing a Fulbright at the Harvard Graduate School of Education. She is currently undertaking independent research as a visiting pre-doctoral fellow at Project Zero Harvard Graduate School of Education, where her faculty sponsor is Professor Howard Gardner, best known in educational circles for his theory of multiple intelligences. Her research, exploring the preschool educator's image of the child as a learner, is underpinned by a belief that the educator's image of the child is where teaching begins.



Our commitment to a team teaching model assures our teachers will have the opportunity to form an image of each child based on the unique characteristics of the child, discovered through attentive listening and observing by teachers committed to forming meaningful relationships with each child and their family. Our visit to the Studio was informative and provided a first hand experience of how documentation can be used to deepen our work as educators and our understanding of the children we teach.

