

Partnership news.....

We are delighted to welcome our new Infant—Toddler Specialists, Joy Johnson and Scarlet Welborn, to our team. Joy has worked as an Education Mentor Coach at Family Studies, was a former Head Start teacher and holds a degree in Human Development & Family Studies. Scarlet has been part of our early childhood community for eight years, is a Reggio-inspired teacher and spearheads the Reggio-Inspired Teachers Collaborative. Scarlet is currently obtaining her BA degree in Early Care and Education at UNCG. We look forward to the wealth of knowledge they both bring to their positions in advancing the high quality of care and education in our infants/twos classrooms.



April 6, 2019

6:30 - 10:00 pm



Proceeds benefit critical programs for young children and families in Randolph County

AVS Catering & Banquet Centre
To purchase a \$20 raffle ticket for a Charleston Getaway Weekend
Call: 629-2128 ext. 11

Visit: www.randolphkids.org
Table centerpieces provided by Randolph County child care programs

Randolph Partnership for Children invites you to join us for our annual Early Care and Education Professional Recognition event

★ ★ "Night of the Stars"

Thursday, May 9, 2019

6:30 pm Social / 7:00 pm Program
AVS Catering & Banquet Centre

Keynote Speaker: ★ ★ ★
Anita Faulkner
"Finding Your Awesome" ★ ★

RSVP deadline: April 18th
We look forward to spending this special evening with you!

"Children need the freedom to appreciate the infinite resources of their hands, their eyes, and their ears, the resources of forms, materials, sounds and colours."

~ Loris Malaguzzi

Early Education Explorations

Discovery, Investigation & Experiences in Randolph County's Quality Early Care & Education

Mindfulness for Early Educators

Teaching is stressful, and both physical and emotional exhaustion are common. Early educators often struggle with the day-to-day challenges of classroom management, differentiation, fostering relationships with children's families, accessing children's growth and progress, and creating an engaging and stimulating learning environment for all the children in their class. For far too many educators these challenges are magnified by internal stressors of worry, anxiety, depression and fear. So the question we ask: Are most early educators thriving? If not, could mindfulness and meditation help transform a different way to manage stressors in life? Does mindfulness and mediation help find a way to be peaceful?

What is mindfulness?

Being mindful means becoming aware of the moment and choosing to dwell in the present. Mindfulness means paying attention in a particular way; on purpose, in the present moment, and nonjudgmentally. Rather than occupy the mind with concerns about the future or regrets about the past, mindful people choose to live fully in their bodies.

Practicing mindfulness can begin with using all five senses—paying attending to what you see, hear, feel, smell and taste. In more advanced forms, mindfulness also includes nonjudgmentally noticing thoughts and emotions.

Becoming Mindful

How do you *do* mindfulness? Notice yourself in the present time and space, and in doing so, become more effective in your interactions. When you feel your thoughts getting caught up in the future of the past, bring yourself back into inhabiting your body by paying attention to your breath and to sights, sounds and smells. Mindfulness focuses your whole attention to living fully in the present moment.

Calming the mind and resting in the moment provide a fresh awareness that leads to increased productivity and effectiveness. "Mindfulness leads to feelings of control, greater freedom of action, and less burnout." Those are feelings every early educator can appreciate. Practicing mindfulness generates awareness of and appreciation for the people and things that matter. Managing internal thoughts and observing emotions without passing judgment helps educators begin to "flow with" the regular stressor, leads to multiplied benefits, including children experiencing less stress.

For early educators, practicing mindfulness supports intentionality, since "being present allows us to recognize these "teachable moments" and take advantage of them to enhance learning and see the bigger picture."

Resource: Young Children: July 2017



Pictured: Taylor Mabe and children in the four year old class at Harmony Place, practice mindfulness using the mantra "I Am Wise" and yoga pose (page 3) with mantra "I am friendly."

Join us for these upcoming trainings:

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| Mindfulness: Be Right Here! | May 21 | 6:30 - 8:30 pm | Archdale Public Library |
| Yoga Workshop for Early Educators | June 10 | 6:00 - 9:00 pm | Early Childhood Development Center |



Child Care Services Program

349 Sunset Avenue Asheboro, NC 27203

If you would like to receive this newsletter by e-mail or would no longer wish to be on our mailing list, please call (336) 629-2128.



**Randolph Partnership for
Children**

To add your name to our
mailing list please contact
us! Include your name,
address, phone, fax, etc.

349 Sunset Avenue
Asheboro, NC 27203
Phone: 336-629-2128
Fax: 336-629-2135

Save the Dates:

Gala for the Children
April 6

Week of the Young Child
April 8 — 12

Children's Puppet Parade
Friday, April 12

Earth Day
April 22

Global Outdoor Classroom Day
May 23

International Mud Day
June 28

May 6 - 10

A special day for honoring teachers and recognizing the lasting contributions you make to every child!

"As one person I cannot change the world, but I can change the world of one person"

~ Paul Shane Spear

Emotional regulation involves paying direct attention to emotions, understanding and labeling emotions and managing emotional reactions. There is growing evidence that early development of emotion-regulation skills is associated with higher academic achievement, better mental health, and stronger social relationships. Children with poor emotion regulation have difficulty paying attention, following teacher directions, and controlling negative emotions, resulting in lower achievement, greater irritability, and more explosive behaviors. In contrast, children with better emotional regulation skills adjust well to new people, show a higher tolerance for negative emotions, and have better social skills, including positive relationships with peers.

One of the most important developmental achievements associated with the emergence of emotion regulation is the child's acquisition of language skills. As children develop language skills, they become increasingly able to label and control their emotions, thoughts and intentions. For many young children, learning sign language is an effective means of supporting emotion regulation.

The ability to communicate our needs, wants, and intentions is pivotal in the development of emotion regulation. Teaching sign language supports emotion regulation for infants, toddler and preschoolers by helping children take an active role in their own emotion regulation before they have the words to express how they feel and what they need. When used consistently by teachers, signs enable young children to begin actively shaping and regulating their interactions with teachers and peers, and their own emotions and behavior. YC March 2017



The Partnership is delighted to provide an initial six part Sign Language Spring series with Faith Cagle, 5th grade teacher at Uwharrie Charter Academy, 6:30 - 8:30 pm at the Randleman Senior Center. Please refer to the enclosed training calendar for additional information.

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