

**Art Explosion**

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Children's artwork will be framed and displayed downtown Asheboro and area libraries, if they reopen!

- 8— 10 different art pieces program
- 3-Dimensional class or individual projects
- Pictures of young artists at work
- Variations in size: small, medium, large, mural size
- First name of the child, age and center need to be legibly written on the back of each artwork

We thank everyone in advance for participating in Art Explosion 2021, helping to continue the tradition of creating a magnificent showcase of children's artwork and nurturing the spirit of our future thinkers, inventors and artists.

If you can help volunteer to assist in processing the artwork, please contact Andee: [aedelson@randolphkids.org](mailto:aedelson@randolphkids.org).

So get ready, get set and express yourselves through ART!

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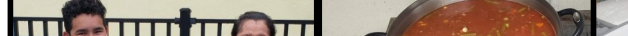
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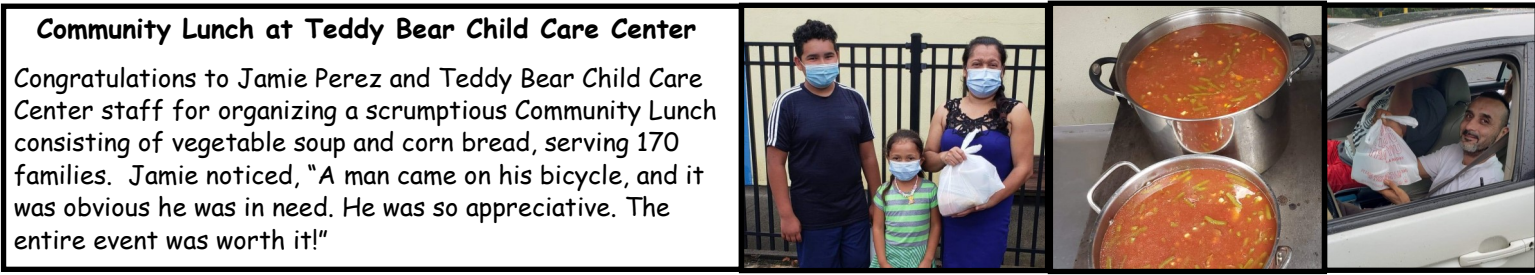
**Community Lunch at Teddy Bear Child Care Center**

Congratulations to Jamie Perez and Teddy Bear Child Care Center staff for organizing a scrumptious Community Lunch consisting of vegetable soup and corn bread, serving 170 families. Jamie noticed, "A man came on his bicycle, and it was obvious he was in need. He was so appreciative. The entire event was worth it!"

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# Early Education Explorations

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Randolph County's Quality  
Early Care & Education

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**Child Care Services Program**  
**349 Sunset Avenue Asheboro, NC 27203**

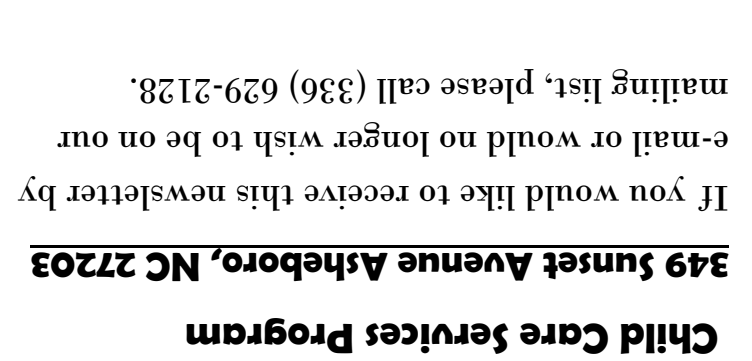
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## Randolph Partnership for Children

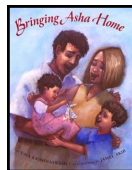
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### Books for your Classroom

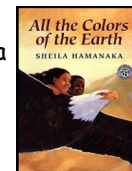
#### Culturally relevant

Bringing Asha Home by Uma Krishnaswami



Dreamers by Yuyi Morales

All the Colors of the Earth by Sheila Hamanaka

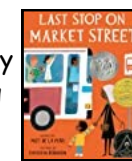


What I Like About Me! Allia Zobel-Nolan

Whoever You Are by Mem Fix

#### Building Empathy

Last Stop at the Market by Matt de la Pena



The Invisible Boy by Trudy Ludwig

We're All Wonders by R.J. Palacio



One by Kathryn Otoshi

Resources: Building a Supportive Classroom Community in Early Childhood, Community Connections for Children and Building Resilience in Children

### The Power of Supportive Classroom Communities in Early Childhood

The key to teaching children social and emotional skills is creating a classroom culture built on community. Strong communities have members who have shared goals and experiences, who feel empowered to contribute, who trust in one another, and who feel understood and capable as individuals.

As children are seeing, feeling and hearing recent challenges due to the pandemic, at home and in their wider community, this offers early childhood classrooms to be even more intentional in creating a supportive, safe and social environment.

Tips for creating a supportive classroom with young children:

#### Opportunities to learn about getting along with others

- It's OK that children notice differences—embrace it as a part of the classroom community. Researchers and educators have pointed out that children notice physical differences starting in early childhood. Rather than overlooking this aspect of children's growth, we can work to include these observations in the learning community. For example, early educators can use stories to celebrate the Three D's - diversity, difference, and human dignity - and to highlight the inner qualities of the characters.

#### Resolving Conflicts

- Children may need time and support in resolving conflicts. Some children may feel comfortable expressing their feelings through teasing. Others may have learned that preserving the harmony of the group is important, making them hesitant to say anything if an interaction affects them negatively.

#### Reflective Listening

- Cultivating listening skills in the classroom and modeling this with children can provide another strategy. Listening can create space for engagement and meaningful understanding to work through disagreements and conflicts with peers.

#### Family check—ins

- In early childhood, the classroom community usually extends to include the children's families. Working to establish guidelines that demonstrate that teachers, children and families are all important in creating a cohesive community. Anti-bias educators who work with young children emphasize negotiating the values, ideas, and approaches of the teacher, families and children in order to build a learning community that is authentic and relevant to the classroom.

Building a safe early childhood community takes time, so communicating with children and families about the guidelines throughout the school year is important and is reflective of the center community itself. Understanding who you are as an educator, your perspective, and your biases can help with learning what you can do to create a safe space.



### Healthy and Equitable Professional Development training series

Coming Spring 2021, the Partnership will embark on a comprehensive training series for our early educators focusing on building equitable classrooms and how racism can affect child development! "To address these challenges, we must not only provide needed services for all young children and families, but also create new strategies to address "upstream" inequities that systematically threaten the health and well-being of young children of color and the adults who care for them." Resource: CCSA Communities

**Initial session:** Director's Institute - March 17, 2021 12:00 - 2:00 pm

**Topic:** How Health Equity Impacts our Community

### Building Resilience in Children

Many children experience levels of trauma that can impact their ability to focus and learn. Children are especially susceptible to emotional stressors because they haven't developed the skills to cope with difficult situations.

Providing opportunities to express their thinking through painting, drawing, clay, dance, and drama, will help children find their place, organize their thinking, and recognize their emotions. Playing with the natural elements also gives children an open-ended experience to explore their thoughts.

Storytelling is another form of the creative arts that offers a range of insights to children's emotions and understanding. Storytelling allows children to listen and identify with the parts of a story that make sense to them. When children have a chance to retell a story in their own way, and the relief that someone is there to listen, great ideas, solutions and deep thinking about the situation can take place.

Community members and early educators attend the Drive-In Resilience screening at Creekside Park, Archdale.

Pictured:

Staff from Trin-Dale Children Center relax with colleagues while viewing the documentary.



**Finding Joy:** "Joy is that ephemeral chemical in the silliest interactions or unexpected hugs and smiles. Joy is sharing with friends (co-workers) the successes of the day. Joy is resolving difficult relationships and challenging moments. Joy is earned through difficult steps. Joy is hard work." based on an article by Luis Hernandez. As we strive for that sense of excellence in our daily work, dedication and perseverance are the engines in creating joyful and learning experiences.

### INSPIRED LEARNERS

Teacher teams were recruited to capture children's authentic connections in nature, in preparation for our Fall Community of Learners Symposium - Partnering with the Environment as the Third Teacher: The Healing Power of Nature." (Sharing excerpts not in its entirety)

These essential skills: observation, documentation and interpretation helps capture the learning process and when shared with children, colleagues, families and the community reveals the children's joy.

Documentation is a powerful tool for storytelling, to honor that moment, strengthen the child's thinking and inspire next steps of learning.

Congratulations to our four teacher teams on their outstanding contribution to this presentation and the new skills they will bring to their classrooms, colleagues and child care centers as they continue their learning journey!

Empathy for the Fluffy Fluffy Bird by Jennifer Miller and Dee Davis, The Growing Place Child Care Center Finding a small feather prompted empathy, thinking and problem solving skills for a worried preschooler determined to get the feather back to the bird.



### Seven C's of Resilience

**Competence:** Knowing that you can handle a situation effectively.

**Confidence:** A child's belief in his own abilities.

**Connection:** Developing close ties to the community and family creates a solid sense of security.

**Character:** Children need to develop a solid set of morals and values to determine right from wrong and demonstrate a caring attitude toward others.

**Contribution:** Children need to realize that the world is a better place because they are in it.

**Coping:** Learning to cope effectively with stress will help children be better prepared to overcome life's challenges.

**Control:** Children who realize that they can control the outcomes of their decisions are more likely to realize that they have the ability to bounce back.

As early educators, we can challenge ourselves to help our children develop the ability to negotiate their own challenges and to be more resilient, more capable, and happier.

Expansive Inquiry (Room to Move) by Barbara Jent and Britney Oakes, Harmony Place

An 11 month old infant is pushing a toy and demonstrates problem solving skills when the toy goes into the door, pushes it away from the door, stops, and maneuvers his way around the toy and changes directions for the toy to go the way he wants!



Pumpkins Invite Many Theories by Alejandra Cruz and Katie Hancock, Precious Memories Preschool As the children explored a pumpkin, they hypothesized: Will it roll, like a ball? Will it bounce, like a basketball? One child suggested they roll it down a bumpy hill. To their surprise it did sort of bounce.



The Possibilities of Leaves, Annette Griffin and Misty Whitaker, The Kids of Hope The class was in the middle of a spider theme week. While exploring the leaves a child stated "If you rub the leaves on your hands you will be able to make spider webs."



Joy is the holy fire that keeps our purpose warm and our intelligence aglow.

~ Helen Keller