

Week of the Young Child: April 2 - 8, 2022

A fun-filled week celebrating early learning, young children, their teachers, families and communities.

Art Explosion

Bringing joy to Randolph County! Grab your paintbrushes, crayons and markers! Collect your fabrics, recycled materials and glue! Explore the textures, tones, lines, shapes and shades of art! Create a wonderland of pictures, watercolors, clay sculptures, collages and 3-D formations using an abundance of creativity and imagination for this year's Art Explosion.

Children's art work will be displayed downtown Asheboro and other areas throughout Randolph County, where available.

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

We thank everyone in advance for participating and helping to create a magnificent showcase of children's artwork and nurturing their spirit, imagination, invention and wonder!

Virtual: Shake, Rattle and Roll

Week of the Young Child starts with Music Monday- Our Randolph County Early Childhood Community can Shake, Rattle, and Roll! We know how talented you and your children are and we want you to show off!

If you would like to participate, we ask that you submit a video no longer than 5 minute to showcase your talented classrooms. The video can highlight your classrooms singing skills, you could choreograph a fun dance, act out your classes favorite book, or anything that shows off your music and movement skills! Don't have the ability to record a video? Someone from the Partnership can come out and be your videographer.

These videos will be posted to the Partnership's Facebook page during the Week of the Young Child. A "shout-out" and link will be shared to your center's Facebook page, if available. We will be requiring that you also submit a permission form, provided by the Partnership, for any child in the video.

Art work and videos are due to the Partnership office on or by Monday, March 7th in order for us to process and prepare for the art exhibit and video postings.

See accompanying flyers for more information! Questions? Contact Andee: aedelson@randolphkids.org



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.



Early Education Explorations

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

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A quarterly publication of the Randolph Partnership for Children, providing resources for the early childhood community.



NC Crunch Day: October 20

**Did you hear the apple crunch sound?
 The NC Crunch promotes healthy eating and support for Farm to Early Care and Education**



Randolph Partnership for Children

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

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Did You Know?

Interactive Media refers to digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children's television programming, e-books, the internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults.

Non-interactive media include certain television programs, videos, DVDs, and streaming media now available on a variety of screens. Non-interactive technology tools and media are not included in the definition and description of effective and appropriate use in this statement unless they are used in ways that promote active engagement and interactions. Non-interactive media can lead to passive viewing and overexposure to screen time for young children and are not substitutes for interactive and engaging uses of digital media or for interactions with adults and other peers.

Technology and Interactive Media as Tools in Early Childhood Programs

Thanks to a rich body of research, we know much about how young children grow, learn, play and develop. There has never been a more important time to apply principles of development and learning when considering the use of cutting-edge technologies and new media. When the integration of technology and interactive media in early childhood programs is built upon solid developmental foundations, and early childhood professionals are aware of both the challenges and opportunities, educators are positioned to improve program quality by intentionally leveraging the potential of technology and media for the benefit of every child.

Young children need opportunities to develop the early "technology-handling" skills associated with early digital literacy that are akin to the "book-handling" skills associated with early literacy development. Early childhood settings can provide opportunities for exploring digital cameras, audio and video recorders, printers, and other technologies to children who otherwise might not have access to these tools. Educators should also consider the learning and creative advantage that high-quality interactive media can bring to children, especially when combined with skillful teaching and complementary curriculum resources that work together to accelerate learning and narrow the achievement gap between children from low-income families and their more affluent peers.

The potential of technology and interactive media to positively influence healthy growth and development makes it important for early childhood educators to carefully consider issues of equity and access when they select, use, integrate, and evaluate technology and media.

It is the position of NAEYC and the Fred Rogers Center that technology and interactive media are tools that can promote effective learning and development when they are used intentionally by early childhood educators, within the framework of developmentally appropriate practice to support learning goals established for individual children. The framework of developmentally appropriate practice begins with the knowledge about what children of the age and developmental status represented in a particular group are typically like. This knowledge provides a general idea of the activities, routines, interactions, and curriculum that should be effective. Each child in the particular group is then considered both as an individual and within the context of the child's specific family, community, culture, linguistic norms, social group, past experience (including learning and behavior), and current circumstances.



Technology and interactive media should not replace other beneficial educational activities such as creative play, outdoor experiences, and social interactions with peers and adults in early childhood settings. Educators should provide a balance of activities in programs for young children, and technology and media should be recognized as tools that are valuable when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world.

Excerpts from position statement: NAEYC and the Fred Rogers Center for Early Learning and Children's Media

Healthy Starts for Young Children

Farm to Early Care and Education (F2ECE) enhances the health and education of young children by developing systems and experiential learning that connects children and their families with local food and farms. F2ECE include all types of early care and education settings that incorporate access to healthy, local foods through: meals and snacks, taste tests, lessons, farmer visits, cooking, growing food and/or community and parent involvement.



We invite one representative from each child care program to join us as we continue to enhance, encourage and create strategies and activities that offer increased access to healthy, local foods, and gardening opportunities.

When: Wednesday, January 26, 2022

Time: 12:00 - 1:30 pm

Where: Hamilton's Steakhouse (328 Sunset Ave., Asheboro)



Professional Development

Happy New Year 2022 brings an exciting new level of awareness of possibilities for growth and re-evaluation. This invitation to question ourselves, reflect and re-examine our teaching and administrative practice at all levels will have a lasting impact. We have the opportunity to look at children, differently, to expect more of ourselves, and to offer our children many more possibilities for full development. If we are serious about creating high-quality early childhood programs, we need to envision what the highest-quality early education environment provides for our children, ourselves and families.

To kick off the New Year, we begin with two Professional Development training series:

The Image of the Teacher:

Influenced by the Reggio-Emilia Approach and Anti-Bias Education

Join us as we explore who we are personally and professionally in combination of individual and social identities using collaboration and creative experiences that inspire! Trainings will be held at First Baptist Church, Asheboro from 6:30 - 8:30 pm.

- 1/20: The Image of the Teacher
- 2/17: In the Spirit of the Studio
- 3/17: Reggio and Randolph
- 4/21: Let Me Tell My Story



North Carolina Foundations for Learning and Development (NC FELD)

NC FELD helps early educators understand the relationship between early learning standards and curriculum. This is an essential pre-requisite for every early childhood teacher, administrator and any one working with young children birth - age 8. Trainings will be held at First Church of God, Archdale from 6:30 - 8:30 pm.

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| • 1/11: Foundations Overview | • 4/21: Schedules and Routines |
| • 2/8: Building Relationships | • 5/10: Promoting Emotional Literacy and Empathy |
| • 3/8: Behavior Expectations and Rules | • 6/7: Teacher Problem Solving |

INSPIRED LEARNERS

Creating environments that invite children to construct their own learning offers wonderful opportunities to infuse technology within the daily life of a classroom.

During our Fall Community of Learners Symposium: Technology: Techniques, Skills, Methods and Processes Used in Open Inquiry, teacher teams introduced digital cameras and overhead projectors that brought a delightful integration and new understanding in how children observe their world. By observing and documenting the children's connection to these tools, it offered another layer of interpreting the learning process.

Questions to ask ourselves:

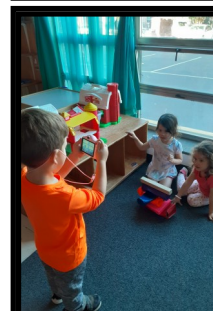
What will children teach me today?
What is their favorite place in our learning community?
What materials do I need to offer to enhance their learning experience?



Viewing Things From A Different Lens by Ann Burr, Alicia Cruz and Katie Hancock

As we turned on the overhead projector the children were amazed at how much light that was coming out of it. They started to make shadow puppets with their hands. After exploring with leaves from outside, they decided to use different objects from the classroom.

The Endless Possibilities of Light and Shadow (toddler class) by Lisa Bowland, Becky Daniels and Jamie Perez
The projector made a huge impact on the children. Their level of engagement was extremely surprising. They explored the projector for half an hour, bouncing back and forth between the projector and wall and conversations between the children were astonishing.



Building Spatial Skills with Photography by Dee Davis, Neida Fiscal and Jennifer Miller
Proud of the castle they built, Harrison took a picture of the girls and the structure and noticed that he did not get one of the girls heads or the structure in the initial photos. We talked about best ways to take pictures and his last picture captured everything he wanted in the photo.

The Grapevine Adventure by Margie Trogon

As Madison arrived at the center, she noticed all the grapes on the ground. Her classmate took a photo of her ducking down while walking under the wet arbor. An intense discussion followed in smelling, dissecting and eating garden grown grapes compared to the texture and taste of store bought grapes.

