



KEEPING IN TOUCH

CHILDMINDING MONITORING ADVISORY & SUPPORT

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What You Need To Know About ...

PROTECTING PERSONAL INFORMATION

As part of LINC service delivery, provider organizations are required to gather and retain personal information from parents, staff and volunteers. To comply with the National LINC Childminding Requirements:

- 1.) Current records must be maintained on site;
- 2) Procedures are in place for accessing records, and ensuring the confidentiality of information;
- 3) Records must be kept for 5 years after the child leaves the program, stored in a secure place and there are procedures to dispose of the childminding records of children, in an appropriate manner.

What is personal information?

Personal information is information about an individual. This includes information that relates to personal characteristics. (e.g. gender, age, address or phone number, ethnic background and or family status), health & health history & employee files.

In LINC childminding programs this would include information that relates to families, staff and volunteers. Personal information does not include the title of an individual's business address or telephone number.

Developing Good Management Practices

To encourage good management practices and to protect personal information collected, consider these questions:

- What personal information do you collect?
- Why do you collect it?
- How do you collect it?
- What do you use it for?
- Where do you keep it?
- How is it secured?
- Who has access to or uses it?
- With whom do you share this information?
- How long do you keep it?

As an individual's ability to control personal information is key to their right to privacy, it is,

therefore understandable that individuals are concerned about the collection & protection of their personal information and appreciate organizations that demonstrate a respect for their privacy.

LINC childminding programs have an obligation to families, staff and volunteers to ensure that personal information is protected and collected only with the consent of the individual. The purpose for collecting the information is explained and the information is not used for any additional purposes without the consent of the individual.

Adapted from A Guide for Businesses & Organizations – Privacy Commissioner of Canada. For more information visit www.privcom.gc.ca

Why do we need vaccines for diseases that have disappeared from this part of the world?

It is important to continue vaccine programs for **four basic reasons:**

- First, unless a disease has completely disappeared, **there is a real risk that small outbreaks can turn into large epidemics if most of the community is not protected.** The only disease that has

been entirely eliminated in the world so far is smallpox. Some diseases, such as tetanus, are caused by bacteria that live naturally in the soil. The risk of diseases like tetanus will never disappear, so continued immunization is important.

- Second, **no vaccine is**

100% effective. There will always be some people who are not immune, even though they have had their shots. This small minority will be protected as long as people around them are immunized.

- Third, **there are a small number of people who**

cannot receive vaccines. These may be people who have previously had a severe allergic reaction to a component of the vaccine, or they have a medical condition that makes receiving vaccines too risky for them. These people are not protected from disease, and for

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some diseases it is very important that people around them are immune and cannot pass disease along to them. By protecting themselves, immunized people can also protect those around them who are vulnerable to disease.

- And fourth, **most vaccine-preventable diseases are still common in other parts of the world.** Travellers can carry them from country to country. If we are not protected by immunization, these diseases will quickly spread. For example, most cases

of measles in Canada today can be traced to someone who travelled here from a country where measles is more common.

Canadian Public Health Agency

Chicken Pox

Believe it or not, chicken-pox has nothing to do with chickens. Rather, the red spots were once thought to look like chickpeas on the skin. Others believe the disease is known as chick-enpox because a long time ago in England, children were called 'chickens' much like we use the word 'kids' today.

Nemours Foundation
www.kidshealth.org

News From CMAS

This has been a very busy time at the CMAS office. As part of the recent CIC initiative to support our programs, we have been happy to organize and distribute resources for use in your programs.

1. Have you received your **FIRE SAFETY PACKAGE** yet? It should have arrived in the last few weeks. Although your site will already have smoke alarms, we have included two new alarms in the package, as part of helping programs strengthen their smoke and fire warning systems: the earlier we're warned about smoke and fire, the better our chances of evacuating children and staff safely. The new alarms are intended for use in areas such as the infant area, the napping area, the gross motor room, or where electrical appliances are used.
2. The **INFANT RESOURCE PACKAGE**, complete with a terrific activity book, music tapes, books and video, will be sent in the next several weeks, to all LINC coordinators at sites which offer care to infants. We are sending one package to each LINC coordinator. These resources are intended to help childcare staff provide not only safe, but 'active' infant areas. Let's keep our babies busy!
3. **THE MULTICULTURAL POSTER PACKAGE** looks at the various routines and activities that take place on a daily basis in our children's programs. The pictures in this poster set were photographed at LINC sites. These visual aids are intended to give parents a 'snapshot' of what a day is like and to reflect back to the children their own experiences. Along with the posters will come some current information on second language learning and helping newcomer children make a comfortable adjustment to childminding.
4. Last, but not least, is the **MULTICULTURAL TOY RESOURCE PACKAGE**, planned for delivery later this Spring. You will find a selection of musical instruments, blocks, and play foods that reflect some of the cultures in our programs. We hope these resources will provide you with even more creative activity ideas to share with the children.

DID YOU KNOW?

There are approximately **160 LINC CHILD-MINDING SITES** across Ontario.

There are over **3000 CHILDREN CARED FOR** in our programs.

There are **565 TERRIFIC STAFF PEOPLE** who work hard on a daily basis to provide safe and healthy care for the children in LINC programs!

How are *avian, pandemic* and *seasonal flu* different?

Avian flu is caused by avian influenza viruses, which occur naturally among birds.

Pandemic flu is flu that causes a global outbreak, or pandemic, of serious illness that spreads easily from person to person. Currently there is no pandemic flu.

Seasonal flu is a contagious respiratory illness caused by influenza viruses.

For more information contact:

www.cdc.gov/flu/keyfacts.htm

We want to hear from YOU!

In the spirit of 'Keeping in Touch', we are pleased to include an article from Danielle Downing, lead at the St. George's Centre for English as a Second Language part of the Upper Grand District School Board site in Guelph, Ontario.

At the St. George's site, we want to provide an inclusive, safe and informative environment for families. We believe the partnership between families and staff is especially important in order to develop good communication and understanding. These relationships benefit everyone, especially the children

As part of our holistic and inclusive approach to childcare, St. George's hosts various community professionals to assist parents in their day-to-day life.

Resources include monthly presentations by a local dietitian, a parent resource area, public library card sign-up opportunities and visits from community professionals (paediatricians, dental hygienists, police and firefighters). A local dietitian specializing in work with multicultural communities has been doing monthly presentations since the fall of 2004. In keeping with our goal of keeping parents included and informed, we will meet with each parent this spring to talk about their child's participation and development.

Recently, we held our favourite annual celebration: International Woman's Day. Our focus for this celebration is the recognition of women, their careers and lives before entering Canada. Children and staff made stars with photos of each Mother and on the back, put her name and career highlighting motherhood as a true and



very challenging career, along with engineers, vets, lawyers and accountants. These stars were laminated and hung from the ceiling. On a bulletin board, called "Great Canadian Women – to name a few..." we had prints of Margaret Atwood, Jeanne Sauve, Margaret Lawrence, Emily Carr and numerous others, including brief biographies. Intermingled were photos of each of our Mothers. We also ran a DVD of the children's photos on a continual loop and had a guitarist play songs like "Woman" by John Lennon. We put together a feast of sweet and savoury treats to share and a photographer took photos which later appeared in our local paper. Mothers were touched and thanked staff profusely.

At St. George's, we are grateful to have the opportunity to work together as a strong and loyal team. Our reward is the enrichment and support we receive daily from the amazing families we work with.

Danielle Downing

WHEN WE OBSERVE, WHAT CAN WE LEARN?

Today's society embraces a mosaic of cultures, languages and values. This diversity can be seen in all programs involving young children and their families. The key to planning a program rich in diversity is observation. When we closely observe, we truly learn about each child, his/her family, language and culture.

What do we learn about children through observation?

- individual interests/skills
- styles of learning
- characteristics and predispositions
- relationships with others
- influences of home/culture
- artistic expression

In what ways can observation be used?

Observations can be used to plan your program. Instead of a fixed, theme-based approach, consider the interests, skills and relationships of the children within the group. Set out activities, supply materials, and encourage participation that will build self-esteem, social and language skills and a love of learning.

The observed activity of children can be shared with parents.

Observations should be presented to parents in such a way that is relevant, easily communicated and of interest to the parents.

What are ways to note young children's activities?

Some of the methods or types of records are:

- Anecdotal records
- checklists
- photographs & text

There is no "best" way for everyone.

Choose the method that suits your purpose. Think about why you are observing this age group. Do you want to capture spontaneous behaviour or specific data? Your purpose will help guide the methods or how you go about observing.

Observe to Learn – Learn to Observe!!

If your site has a set of practices that support daily observations, then you are fortunate! Observation is already part of your daily activity! However, if observations are used only for accident reports or seen to be used only when there is a problem, then you'll want to create other opportunities to discover more about the children.

Contributed by Sally Wylie



Watch Out for Shredders & Children!

Put them out of reach of small children and pets!

Unplug paper shredders when not in use!

Don't let young children help you by shredding your documents!

In a March 9, 2006 article in *The Washington Post*, Caroline E. Mayer writes a wake-up call to parents and early educators: don't let young children use paper shredders! Somehow, "Pre-logical-thinking children are not conscious of the hazards to themselves, and, therefore, may not let go of the paper – holding onto it as it is being pulled in." And thereby causing serious damage to little fingers. Dogs have suffered injuries because they try to taste the machine. "The increased number of injuries, some serious enough to require emergency room disengagement, are partly brought about because of the increased sales of home shredders and because safety tests were run with objects larger than a toddler's fingers.

"The industry is concerned and is in the process of alerting parents and others about the dangers to children and animals. The final guideline: "... Paper shredders and children to not mix.

"One can see how easily a child care program staff member could encourage children to help by feeding paper into a shredder. It's a simple task and intriguing to watch the paper disappear. The final word, however, is, "Don't do it. Don't let children use the shredder."

For a detailed account of the article, "Drive to Shred Documents Puts Kids and Pets at Risk," by Caroline E. Mayer, *The Washington Post*, March 9, 2006, go to <http://mail.ccie.com/go/eed/1022>.

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BEING RESOURCEFUL ...

One Child, Two Languages: a Guide for Preschool Educators of Children – Learning English as a Second Language
by Patton Tabors

This book is for teachers, trainers and administrators. The focus is learning English as a second language with examples for organizing the classroom, communicating with children and their parents and creating a positive learning environment.

PICTURE BOOKS ABOUT FAMILY & CULTURE

When Aunt Lena Did the Rhumba
by Eileen Kurtis Kleinman
New York, Hyperion Books for Children, 1997
Grandmother's Dreamcatcher by Becky R. McCain
Morton Grove, Ill., A. Whitman, 1998
Chin Chiang and the Dragon's Dance by Ian Wallace
Groundwood Books/Douglas & McIntyre, 1992

The Party by Barbara Reid
Scholastic Canada, 1997

Gifts by Jo Ellen Bogart
Scholastic Canada, 1994

TAKE A LOOK ...

www.ontarioimmigration.ca

A website to welcome Ontario's newcomers and give them the information they need, such as places to live, work and study, and details on how to start a new business or practise in a trade or profession. Important forms can be downloaded from the site, including immigration and driver's license applications.

DON'T FORGET ...

AECEO Conference 56th Annual
Provincial Conference, Toronto

May 31-June 3, 2006

www.cfc-efc.ca/aeceo



May we introduce ... ROSALIE CARANCI

Many of you will know Rosalie or have spoken with her on the phone. Rosalie is our absolute organizer. She has co-coordinated the wonderful and much missed LINC childminding conferences in Toronto, and has presented information sessions across the province introducing CMAS and the monitoring process to SPO's.

This spring, as part of CIC's initiative to support our programs, Rosalie has been the key person making sure your organization receives your toy and equipment purchases and First Aid /CPR training.

Before working with CMAS, Rosalie was LINC coordinator for the former Etobicoke Board of Education. Rosalie started up and operated the Albion LINC, Rexdale LINC, Civic Centre and Scarlett Manor sites. Rosalie loves the LINC field and has always had a soft spot for the children's programs. At the amalgamation of the Toronto Boards of Education she chose to leave but has remained active in supporting childminding initiatives such as CMAS and we are very glad she did!