



Quality Quarterly

Spring 2024.Issue #2

Welcome to the Spring Edition of Quality Quarterly 2024!

The Quality & Capacity Building (QCB) unit of Toronto Children's Services invites you to celebrate the sunshine as we bask in season of Summer with the newest edition of the Quality Quarterly newsletter!

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Updates

Remember those amazing conferences the past two years?

Children Services is excited to announce there will be three conferences taking place this year.

**Home Child Care Conference -
September 21, 2024**

**Educators in Licensed Child Care
and EarlyON Programs –
October 19, 2024**

**Francophone Conference -
November 2, 2024**

All conferences will be held at Metro Toronto Convention Centre. More details to come!

In addition, there is Indigenous Cultural Awareness Training as well as trainings dedicated to Confronting Anti-Black Racism. All these professional learning opportunities are available on the [City Wide Training](#) calendar.

QCB Meet and Greets

The Quality and Capacity Building (QCB) team organized an event that has not taken place since the pandemic! The Meet and Greets took place over the course of 2 week (4 sessions) in Scarborough, Downtown Toronto, North York and Etobicoke.

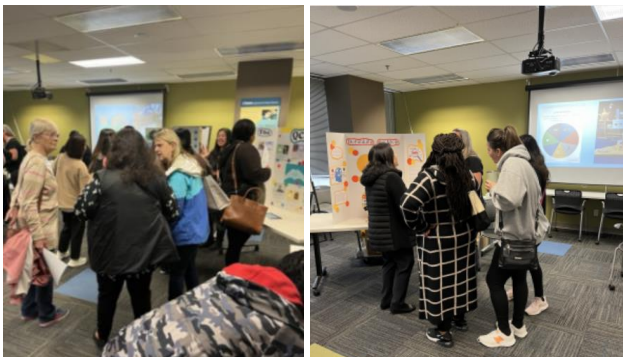


QCB Meet & Greet- Etobicoke Civic Centre

This was an informal yet educational event where the child care community was invited to meet the team of Quality Assurance Analysts and Training Coordinators who had put together information boards based on various quality and pedagogy topics. This was also an opportunity for members of the sector to ask questions related to the Assessment for Quality Improvement (AQI) or discuss anything related to their practice.

There were many games to be played and prizes to be won, truly, no one left empty handed. Below is some feedback from attendees of the session:

"I wanted to extend my heartfelt thanks for facilitating the recent Meet and Greet session at Metro Hall on May, 16, 2024. It was an invaluable opportunity for me to have my questions addressed directly by such knowledgeable professionals. I left the session feeling much more confident about our program and well-prepared for the upcoming assessment on our preschool rooms."



QCB Meet & Greet- East District Office

Toronto Public Health Updates

Toronto Public Health's Unit for Raising Sexually Healthy Children will be participating

in sessions at the SIM Room on the final date for the respective age group. Their team members will be available to discuss important topics such as bodies, boundaries, and safety. The session will include an introduction to the program, interactive discussions on child care scenarios within the SIM Room, opportunities to practice addressing children's questions about sexuality, and discussions about responding to parents' concerns.

Be sure to check [Eventbrite](#) for new SIM Room dates, there will be Toddler and Preschool session held throughout the summer.

Follow Toronto Children Services for instant notifications for new sessions.

Responsive Relationships- What does it mean?

Children, like adults, go through different emotions that can manifest in various ways, depending on the individual. Emotions are brief reactions to internal or external triggers and manifest as a mixture of physical and psychological sensations that can be difficult for children to process (Bouquet & Dubasque, 2019).



Emotions in children's life can be compared to a volcano. At times they may be dormant,

sometimes bubbling, and other times overflowing.

Children need to learn to understand their feelings so that they can be able to manage and control them. This ability to manage and regulate emotions is known as self-regulation. (St-Amand-Guitard, 2023). That is the ability to calm emotions and refrain from impulsivity. It allows children to stay focused on activities and think about acceptable behaviors to adopt.



Self-regulation is a crucial process to children's socio-emotional development. It enables them to maintain positive relationships with peers, focus during learning, and adjust their behaviors according to different circumstances.

To develop socio-emotional skills related to self-regulation, children need adult support. They must first learn to identify and name their own emotions, then those of others, and finally be able to manage their emotions.

Here are some helpful strategies to support children's self-regulation development.

1. Recognize their emotions

It is important to allow children to recognize and label their emotions as it helps them avoid inappropriate behavior by expressing them with words. Adults must regularly create opportunities to identify and name the emotions experienced by children depending on the situation. To help children understand the meaning of these emotions, adults can link them to the events that triggered them. For instance, an adult can say, "You are happy because Elisa shared her toys with you."

Adults need to teach children how to recognize and understand their emotions based on physical cues. This can be done by asking open-ended questions that encourage children to associate their emotions with specific words. For instance, you can say something like, "I noticed that you were screaming and clenching your fists tightly. It seems like you're really angry that Simon broke your tower. Is that how you feel?" This can help children become more aware of their emotions and healthily express them.



Recognize the emotions of others:

Understanding and recognizing the emotions of others helps children develop empathy and adapt their behaviour accordingly. Adults play a significant role in helping children interpret their peers' emotions by observing verbal and nonverbal cues, and contextual factors. The ability to recognize emotions and adjust one's behaviour accordingly is essential in building and maintaining friendships. For instance, to

better support children in recognizing others' emotions; adults can use the opportunity of a child crying to guide others to understand why is crying, label his emotion, and comfort him.

Manage and regulate emotions:

Managing emotions is closely linked to controlling behaviours. It is essential to validate children's emotions without judging them and to adopt an empathetic attitude towards them. During moments of crisis, it is recommended to be mindful and monitor our speech as children may be unable to process the information. Naming and normalizing the children's emotions is a useful way to soothe and reassure them. Doing this makes children feel understood, allowing them to calm down easily. For instance, you can say, "I see that you're crying because your parent dropped you off at daycare. It's normal to feel sad, but don't worry, things will get better."

Teaching children how to manage their emotions is an important part of learning self-regulation. It involves discussing various strategies with them and finding the ones that work best for them. Depending on their age, it may be helpful to create a written or pictorial list of strategies that they can use independently to manage their emotions.

The strategies mentioned above are general and should be adapted, as each child is unique and some may require more personalized support. For support, it is recommended to consult your child care Resource Consultant who can provide strategies and resources.

Product Vs. Process Oriented Art

Children engage in many types of art activities throughout the day, regardless of the type of

art they create there is always much to be taken away from each experience. In the realm of the creative process of art there are two polarizing schools of practice, **product oriented** art and **process oriented** art. While both styles of art have their benefits, it's important to remember the intent of the creation experience for children- it is a means of self-expression.

"Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, strengthens their memory and sense of identity" (How Does Learning Happened, p. 52, 2014)



When children

Set-up for Process Art

engage in process art the "aim is that they enjoy the process of making and doing the art – it's not so much about what the end product turns out to be or if there is even an end product at all"(The Empowered Educator, 2015). This type of art is characterized by:

- There are few, if any, directions to be followed

- There is no right or wrong way to do the project
- Children focus on creatively exploring the materials, tools, and techniques
- Every finished product will look different
- The role of the adult is to encourage and support children’s creative process

Product oriented art typically has a right and wrong way of completing things, it is a “structured and focused activities that aim to produce a particular outcome” (Marshall-Seslar, 2023). Manipulating children’s creations, e.g. cutting their art into the shape of something else, is also a form of product oriented art.

- There are step-by-step instructions that must be followed
- There is one right way to do the project
- Children focus on getting the final product to look right
- Every finished product will look essentially the same
- The role of the adult is to ensure children’s final product is done correctly



Product Oriented Art

There is value in having children create art as a product. Some benefits include learning how to follow multi-step directions and developing fine motor skills like tracing and cutting. However, product-oriented art does little to stimulate playful creativity. Nor does it give

children opportunities to think outside the box and try new things.

Process-oriented art facilitates self-expression and encourages children to make connections to the world around them. When children engage in art as a process, they have opportunities to predict, plan, compare, and problem solve. They also get to feel a sense of ownership and pride in their original creations. They stimulate out-of-the-box thinking and can lead to new discoveries – qualities we need to nurture in our future leaders and innovators!



Sunflower House - Toddler Room

Below are some tips for engaging children in art as a process. You do not have to follow all of these tips every single time, but these are some great guidelines to keep in mind when giving your children opportunities to engage in process-oriented art experiences.

- ❖ Provide a variety of different materials for children to use (paper, ripped newsprint, paint, string, leaves, glue, buttons, glitter, markers, clay, tissue paper, etc.).
- ❖ Allow plenty of time for children to explore and create.
- ❖ Say “yes” to the creative ideas your children come up with for their artwork.
- ❖ When commenting on your children’s work, say things like “Tell me more about this,” and “How did you come up with that idea?”

- ❖ Teach techniques, not products. For example, teach children how they can use a tape resist technique to create lines in their art or how they can use a paint dripping technique to make splotches on their paper

Note that not all art will be “wall worthy” – and that’s okay! Adults need to understand that simply *doing* art has intrinsic value, even if the final product isn’t something you’d want to hang on the wall or save in a scrapbook. Each creation is something special to a child, so respect and honor their work.



Developmentally Appropriate Use of Cleaning Products in Dramatic Centre

West Hill Centre for Early Learning

Spotlight on Quality



Would you like to nominate an exceptional educator, program, or centre to be featured in "Spotlight on Quality?" Join and send stories to the Supporting and Celebrating Quality Facebook page, or send your photos to QualityAssurance@toronto.ca



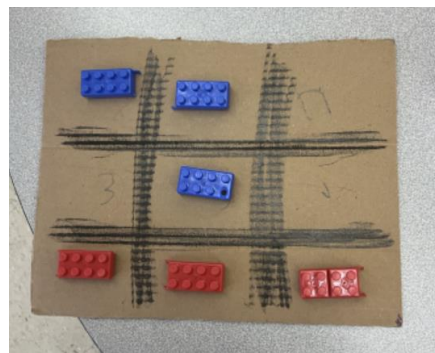
Conversation Starters

Warren Park- Macaulay Child Development



Nature Scenery on a Tree Bark

Shaughnessy Boulevard Children’s Centre



Teacher Made Tic Tac Toe with Lego

Wilmington Best Child Care