

The mission of Concord Children's Center is to cultivate an intimate, welcoming community where children develop respectful relationships and inquisitive minds, build confidence in their individual gifts, and are engaged, prepared and inspired to learn

CCC November & December Special Events



A Toy Story: Choosing Good Toys for Healthy, Creative Kids, presented by Christine Gerzon, parent educator at 1300 Main St.

On Tuesday, Nov. 16 from 7-9 pm, we will host a free workshop on how to choose high quality toys for young children. In this workshop, you will learn how to choose toys that appeal to your children's natural interests, will stand the test of time and promote success in school.



Why 21st Century Children Need Nature

Thursday December 9, 2010 at 7pm
Concord Children's Center
1300 Main Street, Concord MA

"If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it." ~ David Sobel

Author, and educator David Sobel will discuss why the movement to connect children with nature is so important to children growing up in today's technology infused world, and why it is critical for us as parents, & educators to assure that children have places to play and learn that encourage this connection. This lecture is free and open to the public..

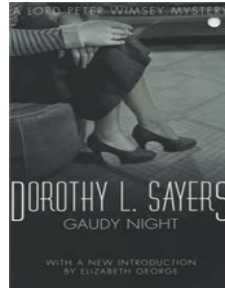


Auction Kickoff meeting Nov. 17,

7:30 PM at 1300 Main Street.

Everyone welcome

This year's auction will be a gala Birthday Party celebrating our 35 years in Concord. Join us for a glass of wine and some serious party planning!



This is Pat Nelson's favorite book, What is yours?

Please send your favorite book and author to Pat at

executive@concordchildrenscenter.org



The Concord Bookshop, Concord Center

**Saturday, November 20th,
9:30 – 5:00**

Kickoff your holiday shopping at The Concord Bookshop and support Concord Children's Center at the same time! The Bookshop will donate **10% of all purchases** all day long to CCC.

- Buy a book for your child's classroom
- Buy a teacher's favorite book for your child
- Buy a **gift certificate** on Nov. 20th
- **Pre-order** books to buy on Nov 20th
- **Phone in** orders on Nov. 20th (978-369-2405)



November

5	December Optional Days Requests Due
10 11	CPS closed- Optional After-K, Grades 1 & 2
10	Board Meeting at Emerson 7:30 PM All Welcome!
13	Fall Enrollment Open House
16	A Toy Story: Parent Workshop
17	Auction Kickoff Meeting
20	Bookshop Fundraiser
25-26	Closed Thanksgiving Break

“Floor Time” With Children

Anne Doherty, West Concord, Program Director

Over the 20 plus years that I have worked at Concord Children’s Center I have taken many, many courses and gone to hundreds of workshops. This year I am taking a class called *Floor Time*, and it is one of the best courses I have ever taken. The research presented in the *Floor Time* class is based on Dr. Stanley Greenspan’s findings of the importance of spending one-on-one time with children. Stanley Greenspan, M.D., a child psychiatrist, is passionate about the relationships that caregivers and teachers form with children and the quality of the time we spend with young children. His research supports and validates our educational philosophy at CCC!



There is a big difference when a teacher is sitting with a child with the intent of directly teaching a concept and when sitting beside a child and following their lead through a process of

learning. ‘kids know when they are being’ worked on’, says Stanley Turecki, M.D. a child psychiatrist and author of *Normal Children Have Problems Too*. Dr. Turecki writes that some of “direct teaching” is worthwhile. However if direct teaching characterizes most interactions between a teacher and their young student, something vitally important is missing from the relationship.

This is where Dr. Greenspan’s research comes in and our philosophical belief at CCC. Stanley Greenspan calls it floor time because caregivers are literally getting down on the floor to play. It is a time that you give the child your undivided attention. The key is for the child to select the game, direct the action, control the conversation, and tell you what to do. Our role as adults is to follow the child’s lead and actively participate without taking charge.

Yesterday I went into a classroom where a group of 2.5-4 year olds were sitting around an alphabet puzzle and there was loud conversation as the children were trying to figure out which order the letters should go. I wanted desperately to better organize this process but knew I should let the children figure this out and I should follow their lead and facilitate when needed.

Each time a child added a piece to the puzzle they all would sing the alphabet song to figure out which letter came next. I asked the children if there was another

way we could figure out the order of the letters in the alphabet. A child came running across the room and said that she knew how to make letters and she would make us a “sign”. While the group continued to put the puzzle together as the other child wrote, it got very loud in the puzzle area. The group of children loudly discussed which letter should come next; there were many disagreements about the correct order of the letters. Within 20 minutes another two children got involved and also thought it would be a good idea to write out the alphabet. Both got distracted because they both wrote only the letters in their names and were so proud they got up to show the teachers and other children. My role wasn’t to sit back and be passive, but to be an active listener. As I followed each child’s lead in the conversations, I realized how these children felt empowered to participate in and shape their learning.

During this learning experience children were given the opportunity to grow emotionally by being provided a safe place to disagree, solve problems, practice social skills and work on pre-reading skills. Relationships between the children grew because they discovered common interests and skills and worked as a team. During this time children were also practicing how to regulate their thoughts and emotions in ways that allow them to persevere when something is difficult.



So when your child says, “let’s play a game”, you say, “okay, what would you like to play?” and then follow their lead.



NAEYC places high value on relationships

As an NAEYC accredited program we follow explicit standards developed by the Academy that are based on best practice for the care and education of young children. The first of NAEYC’s 10 standards is *Relationships*. Within the *Relationship* standard there are 37 criteria teachers must document in their classroom portfolios to demonstrate how we promote positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as a part of a community and to foster each child’s ability to contribute as a responsible community member. These criteria include: building positive relationships among teacher and families; building positive relationships between teachers and children; and helping children make friends.