

COLE HARRINGTON'S PRESCHOOL POST

Issue 73

Spring 2019

Dear Parents,

Happy Spring!

When I attended an early childhood conference at Lesley College; one of the workshops being presented was titled; "How to Raise Happy Children." Dr. Ned Hallowell was the speaker. He is the author of "Driven to Distraction" and is a Harvard graduate. He also has released a book on this subject. Since we all want to have happy children, my ears perked up and I really listened to what he had to say. Ned believes that if you follow his five step process you too can maximize the chances that your child will grow up to be happy. I would like to share his plan with you.

Step 1. **Connections**-Remember how you were crazy in love with your child after giving birth? Build on that love. The bond between you and your child is a wonderful thing. Your child's attachment to you is the key to them having successful relationships in their future. Nurture that bond. Connect your child to family members, friends and the people in your neighborhood. Connect your child to their school and school pals. Teach them how to be a good friend and how to respect others. What excites your child? Help them discover their talents. Connect your child to nature, the world of the arts, music and the spiritual world. Through all of these connections your child will develop a sense of self. The children who get in trouble are often those who don't feel connected to their family or school.

Step 2. **Play**-Spend time playing with your child. Also support their involvement in play with others. Play is a way of finding out what your child likes to do and how their brain works. You can then build on their interests and their strengths.

Step 3. **Practice**-Have your child practice doing what they love.

Step 4. **Mastery**-Mastery does not mean that your child is the best in something. It means that your child is making progress. When your child makes progress their confidence and self-esteem take off. Progress makes your child feel motivated to learn more. Our job as parents and teachers is to set children up to make progress so that they can feel good about themselves.

Step 5. **Recognition** is someone saying to your child; "Good for you, you are getting better." "You are making progress." We all want to be appreciated for our efforts. So does your child. It is important for them to hear that you recognize their hard work.

Ned points out in his discussion that there is no correlation between achievement and happiness. So many parents today are worried about having their child go to the best schools, getting the best grades and landing the best job. He wants us to be careful. Too much pressure placed on children can warp their childhood.

The definition of happiness is feeling that your life is going well. Don't we want this for our children? Through connections, play, practice, mastery and recognition we can work together to maximize the opportunity to create not only a happier child but also a happier world.

Sincerely,
Linda Feller
Program Coordinator

SPOTLIGHT ON LISA MICHAELSON

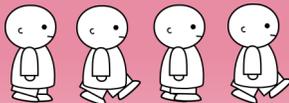
Lisa Michaelson came to Cole-Harrington Preschool Enrichment Center when she was sixteen years old. She was hired as a teacher's aide to assist teachers with the afternoon program and to perform light housekeeping duties as well.

I can't believe 19 years have passed since that day. Lisa is now the Front Room Assistant Teacher and has been in this role for years. She has taken Early Childhood courses from Massasoit and received her CDA in child development (which is a yearlong credential program). Lisa also attended Eastern Nazarene College taking various courses towards a bachelor's degree. We are proud of Lisa and her accomplishments. She is also a mother of an 11 year old. We feel lucky having such a committed staff member. She is loved by the children and an integral member of the Front Room team.

When Lisa is not at Cole-Harrington she enjoys spending time with her daughter. She also likes to camp and fish.

COMMENTS FROM THE CHILDREN ABOUT LISA

- Maddyn *"She plays 'Spot-It' with me."*
- Gabriella *"She does attendance."*
- Nicholas *"Walk with me."*
- Colin *"She does work with people. She does numbers."*
- Etta *"She plays with big cards with me."*
- Maverick *"She takes care of us. She keeps us safe."*



STAFF NOTES



Eren Gendy applied for and received her Early Education and Care Lead Teacher Qualification Certificate. Congratulations, Eren!

Mary Gallant completed 36 hours of training in February. One of them was a 16 hour training on *Children with Special Needs: Autism Spectrum Disorder* and the other was a 20 hour training titled *Make Learning Fun*.



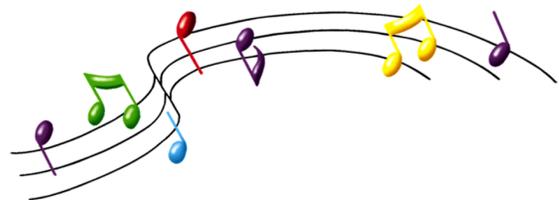
CALENDAR OF EVENTS

April

- 12 Tony Toledo Story Teller
- 15 Patriot's Day, C-H Closed
- 25 Parent/Child Music Workshop w Staff & Miss Pam

May

- All Month Family Month
- 24 Family Breakfast
- 27 Memorial Day, CH Closed
- 29 Class Trip to Farnham Park



Far-Reaching Vision of Education*

We move ahead by going deeper.
-Jennifer James

"At the heart of education are two questions: What kind of people do we want to be? What kind of world do we want to live in?" writes Ann Pelo and Margie Carter in their important new book, *From Teaching to Thinking*.

"Our answers to these questions help us answer a third question: What is the purpose of education, and how do we go about achieving it?"

What answers might we deduce from the current pressures to inscribe early childhood programs with standardized, scripted curriculum that emphasizes literacy and numeracy at the cost of vigorous play and rigorous exploration? Pressures to administer a barrage of assessments to three-, four-, and five-year-old children? We can read, in these pressures, the conviction that early education is about school readiness, and that school is significant because it prepares young people for work. This understanding of education arises from particular answers to the two core questions: What kind of people do we want to be? Productive workers. What kind of world do we want to live in? A society in which success is measured through competition and achievement is calculated in the currency of the marketplace.

Something in us recoils from those answers. We demand a more generous and far-reaching vision for the purpose of education—a vision that relocates the meaning of education from school readiness to authentic intellectual development, relational and emotional capacity, and attention to social and ecological justice."



COLE-HARRINGTON EXTENSIONS Activities that Extend Cole-Harrington's Curriculum and Content in the Home

Math Activities

- * Ask your child to count shoes in the closet, pants in the drawer, and/or socks in the laundry basket.
- * Ask your child to compare amounts at the dinner table. Who has more peas? Who has fewer potatoes? Who has the same plate?
- * Ask your child to give everyone a cookie for dessert, a spoon for his or her bowl of fruit, or a cup for their drink.

Time Activities

- * Ask your child to stop brushing their teeth with an action such as saying, "red light".
- * Have them brush their teeth fast or slow.
- * Use sand timers to show how many minutes before bath, book time or bed time.

Literacy Activities

- * Write down your child's stories.
- * Encourage your child to write in his or her own way.
- * Have your child draw their own illustrations.
- * Draw letters on each other's backs.
- * Try to make letters with string.

Classifying Activities

- * Give your child different kinds of paper, (waxed paper, aluminum foil, computer paper, construction paper, coffee filters, paper towels). Encourage them to examine and describe the paper's similarities and differences. Add a paintbrush and colored water. Ask children to describe what they see when the water is placed on each kind of paper.
- * Give your child a magazine and ask them to tear or cut out things that are round, square, red things, things that we eat or things with hair, etc.