



# Newsletter

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## From our President

Dear OMEP-Canada members,

It is with great enthusiasm that I write to you, as the newly elected OMEP-Canada president, and I thank you warmly for your continuing support of the organisation.

The elections of the Executive Committee and Board taking place during the General Meeting on last November 9, brought newcomers and changes of duties for others. Renewal and experience, both are features of our team that I proudly introduce: Rolande Fillion, formerly member-at-large becomes vice-president; Céline Michaud is back as secretary, position she held in the past; Paulette Gauthier stays as our highly appreciated treasurer; Christiane-Bourdages-Simpson remains as member-at-large; Jean-Yves Lévesque switches from vice-president to member-at-large while Manon Doucet and Krasimira Marinova are our new members-at-large. Our former president, Ginette Beauséjour, becomes Quebec representative and Robin Milani continues as Ontario representative. According to our constitution, presidents of permanent committees are designated by the Board. Denise Doyon has been presented to the Assembly and accepted to stay at the Newsletter Committee. The positions of Atlantic, Prairies and Pacific representatives are vacant.

The General Meeting was also an opportunity to present our plan of action for this beginning term. It comprises six items that I will now summarise. First, we want to keep supporting the Kinshasa toy library, D.R. Congo, established thanks to OMEP-Canada and its partner C.I.E.L.O, as well as the seven African toy librarians who participated in our 2011 network project, from distance at least, and through a follow-up visit, if financial support will allow. We also wish to be able to answer the Opitciwan Atikamekw Council's request, and help establish a toy library in its community. A grant proposal has been sent and was supported by OMEP-Canada. More discussion is needed before going further, but in all likelihood we will shortly initiate a fund raising campaign to cover the expenses related to our commitment.

On another hand, I have been invited to the official opening of the library of the Port-au-Prince Normal School of early childhood teachers, as former OMEP world vice-president for our North America and the Caribbean region. This will conclude the project OMEP-Canada members and friends have largely contributed to through the special world fund OMEP created after the January 2010 earthquake in Haiti. Warm thanks to you! Other items of our plan of action are related to the management of our organisation, i.e. increase our membership and make further steps to change our status at the Canadian Revenue Agency (CRA) in order to obtain a charity number. I take this opportunity to call for your suggestions and your personal involvement to recruit new members among people and organisations dedicated to early childhood. A committee will do further work related to CRA. Currently, new amendments to our constitution were voted by the General Assembly to comply with certain CRA conditions.

You may read in the OMEP regional vice-president's column that OMEP keeps working in different ways to advocate putting early childhood on the global political agenda. OMEP-Canada will not stay behind and will join the World Executive and other National Committees and do the same type of work locally and nationally. In the same perspective, I urge you to use the open appeal attached to Judith Wagner's paper and act at your level in your environment. I want to emphasize, as does our World President, Ingrid Pramling-Samuelsson, in her last newsletter, that when writing about the position of OMEP, the committee in charge raised the same kind of issues being now debated in Quebec and elsewhere in Canada. Choosing the words to be used to let our decision makers know how important it is to take action for young children was deemed very difficult, since it revealed tension areas around the perspectives to favour in early childhood. Should we oppose or integrate the words "play" and "learning"? What place should



we make for "development" and how to term it? Should we specify, blend or distinguish between "education" and "care"? Even among deeply involved early childhood specialists, these concepts don't go without saying. They take the colours of the culture, language, political and socio-economic contexts each one lives in. However, far from dividing us, OMEP gives us an extraordinary forum to make these issues progress, as well as globally disseminate information and knowledge on early childhood from all over the world.

In other respects, OMEP is preparing for its annual meetings to be held in Shanghai, this coming July (See "Events " for information and call for papers). Participating in the World Assembly is part of the president's duties, but all members may participate as observers. If you plan to go, please let me know in order to keep the organizing committee informed and to send you the relevant information, when time comes. The Conference to follow is open to all, members as well as non-members.

To conclude, I wish you full success in your involvement for young children in this new 2013 year, and you can count on mine.

Madeleine Baillargeon  
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## From the Vice-President for North-America and Caribbean

OMEP's most important work at this time is to persuade decision-makers to prioritize early childhood at local, national, regional, and international levels. To this end, World President Ingrid Pramling Samuelsson and I published an article in the most recent issue of the International Journal of Early Childhood entitled, "Open Appeal to Local, National, Regional, and Global Leaders to Secure the World's Future: Prioritize Early Childhood Development, Education, and Care." An abbreviated version with children as narrators will soon be available in English on You Tube. Also soon to be on You Tube are adult-narrations of the full text in English, French, Spanish, and Chinese. Information about how to find this material on You Tube will soon be posted on the World OMEP website: <http://www.omep.org.gu.se>. We encourage you to share the Open Appeal with your college students and professional colleagues, as well as at OMEP events and other professional meetings.

World OMEP's primary focus right now is to influence the high-level panel appointed by UN Secretary-General Ban Ki-Moon to write the UN's global goals for 2015-2030. These goals, in turn, will influence priorities and funding decisions throughout the world for the 15-year period after the Millennium Development Goals (MDGs) end. Dr. Samuelsson and two other members of the World Executive Committee have been invited to participate in a UN Consultative meeting on Early Childhood

Development on the Post-2015 Agenda to be held in Istanbul January 24 and 25. The meeting is being hosted by UNICEF Turkey and the mayor of Istanbul. The goal of the meeting is to develop concrete strategies to secure a position for early childhood in the upcoming UN goals.

World OMEP asks that members throughout the world promote the idea of including early childhood as an unambiguous priority in the global goals. Attached you will find OMEP's position statement, adopted at the 2012 World Assembly and Congress in Campo Grande Brazil. It is a quick overview the rationale for prioritizing early childhood based on the children's rights argument and on scientific evidence from many fields about the benefits of early childhood education and care. Please duplicate the position statement and distribute it whenever and wherever it can be helpful in your work, as well as for our shared effort to promote early childhood as a priority on the global agenda.



**Organisation Mondiale Pour L'Éducation Préscolaire  
Organización Mundial Para La Educación Preescolar  
World Organization for Early Childhood**

**OMEP POSITION ON THE CRITICAL IMPORTANCE OF EARLY CHILDHOOD EDUCATION AND CARE AS A PRIORITY ON THE WORLD AGENDA**

As the oldest and largest global professional organization committed to children between birth and 8 years of age, OMEP urges local, state, regional, and international decision-makers to invest in Early Childhood Education and Care (ECEC). OMEP urges the world community to include ECEC as a priority in the UN Sustainable Development Goals (SDGs) for 2015- 2030.

Early Childhood Education and Care (ECEC) is broadly defined to include safe, healthy, and appropriate, experiences for young children (birth to age 8) in homes, communities, preschools, and all other places where young children live, learn, and play.

**Children's Rights:** The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (CRC, 1989) guarantee all children the right to the conditions necessary for their health, wellbeing, and education so they can develop to their full potential.

**Scientific Evidence:** Robust scientific evidence from many fields clearly shows that

Early Childhood Education and Care (ECEC) benefit not only the children who receive it, but also the societies in which they live.

The first years of life (especially birth to age 3) provide a unique window of opportunity for brain development as an irreplaceable foundation for future academic achievement, productivity, and social contributions over the lifetime.

High quality experiences, including play, during early childhood provide the foundation for all future learning. Therefore, access to high quality ECEC promotes not only school readiness, but also success throughout the school years and beyond.

Leading economists agree that the best economic decision a country can make is to invest in its youngest children.

High quality preschool programs can compensate for difficulties children may encounter in their homes and their communities.

Access to high quality ECEC promotes equity for

- Boys and girls
- Children from various ethnic and cultural groups
- Urban and rural children
- Children with special needs
- Economically advantaged and disadvantaged children

Investing in early childhood increases the benefits of investments in older children.

For further information about the scientific evidence referenced here, please visit the OMEP website at [www.Omep.org.gu.se](http://www.Omep.org.gu.se)

Judith T. Wagner  
OMEP Deputy President



## News... ... from Ontario

Greetings from Ontario!

### Resources for Early Childhood Educators:

**Dad Central/Papa Centrale**, funded by the Public Health Agency Canada, offers training, workshops and booklets (in French and English), supporting the important role of fathers and their involvement in the parenting of their children. Resources include Father Involvement in First Nation Communities and information relating to New Dads, Toddlers, Pre-school, School Age and Teens. Provincial Co-ordinator: Brian Russell, [brian@dadcentral.ca](mailto:brian@dadcentral.ca), 1-888-284-2204; [www.dadcentral.ca](http://www.dadcentral.ca) or [www.Cfii.ca](http://www.Cfii.ca).

**Aboriginal Headstart Program in Urban and Northern Communities**, serving families and their children three to six years of age, believes in the "healing power of cultural identity". The program components in First Nation communities such as Akwesasne in Ontario and Kitigan Zibi Anishinabeg in Quebec, include Culture and Language, Education and School Readiness, Health Promotion, Nutrition, Social Support and Parental Involvement. More information on this and the **Community Action Program for Children (CAP-C)** can be found on [www.publichealth.gc.ca](http://www.publichealth.gc.ca). (French and English).

On behalf of OMEP Ontario, I wish all our OMEP colleagues a Happy New Year and every success in future endeavours.

Robin Milani  
Ontario Representative  
[robin\\_milani@yahoo.ca](mailto:robin_milani@yahoo.ca)

## ... from the Kinshasa Toy Library



Two years and 1000 users later, it is worth celebrating!

This coming February 10, the Kinshasa toy library will celebrate its 2<sup>nd</sup> anniversary. Created in collaboration with the French NGO C.I.E.LO and OMEP-Canada, this toy library in D.R. Congo has 1000 subscribers to date. People of all ages have benefited from this place for playing in a safe environment, allowing them to play freely with various play material.

Since 2011, this toy library also lends toy cases to orphanages, preschools and neighbourhood schools. This progressive input of games and toys into classrooms shows, according to local partners, "how the toy library has been able to change teaching representations and prompted teachers to work according to a play based pedagogy, an innovation in D. R. Congo".

Rolande Filion  
OMEP-Canada Vice-president

## Events

### February 6 – 8, 2013, Toronto, Ontario, Canada

*Best Start Annual Conference by Health NEXUS Annual Conference* draws over 300 participants each year, allowing service providers and policy makers working in the fields of pre-conception, maternal health and child development to showcase examples of best and promising practises.

To register:

[www.beststart.org/events/2013/bsannualconf13/indet.htm](http://www.beststart.org/events/2013/bsannualconf13/indet.htm)

Information:

Louise Choquette,

[l.choquette@nexussante.ca](mailto:l.choquette@nexussante.ca) or

1-800-397-9567, # 2276

### March 1, 2013, Toronto, Ontario, Canada

*The « A Word » : Challenging Advocacy in the Fight for a Canadian Childcare System.*

A conference for researchers, educators, advocates and students interested in childcare advocacy.

### April 2-4, 2013, Salt Lake City, Utah, USA

*The Early Education and Technology for Children (EETC) Conference* is an annual event that brings researchers, policy makers, administrators, educators, and solution providers together to explore technology in preschool through elementary education.

Call for proposals: September 21, 2012

Information:

<http://www.conferencealerts.com/show-event?id=107017>

### April 12-13, 2013, Longueuil, Québec, Canada

Invitation to early childhood by CSQ, under the theme *L'éducation, ça commence tout petit !*

Information :

[www.petiteenfance.csq.qc.net](http://www.petiteenfance.csq.qc.net)

### April 17-20, 2013, Washington, D.C., U.S.A.

A Professional Development Event Presented by the Association for Childhood Education International under the theme *Advancing Childhood Education Through Diplomacy.*

Information :

[www.acei.org](http://www.acei.org)

### May 2-4, 2013, Richmond, B.C., Canada

*Early Childhood Educators of British Columbia's 42 ND Annual Conference* under the theme *Celebrate the Essence of the Child and Champion a Better Future.*

Information :

[www.ecebc.ca](http://www.ecebc.ca)

**Saturday, May 4, 2013, Hamel-Bruneau museum-house, 2608 chemin St-Louis, Quebec City, Canada**

Interactive meeting *Jouer pour jouer* (Play for the sake of playing) under the title *Quand l'art se prête au jeu* (When art starts playing), presented by Rolande Fillion, professor, teaching the psychological analysis of play, and founder of the Sainte-Foy toy library, and Valérie Lebel, president of the toy library. This 60 minutes interactive meeting will be an opportunity to exchange information on the importance of free play, often seen as a minor activity associated with trifle and wasted time. While searching for performance and expected results urged by our society, what place is made for children's free spontaneous play? No reservation needed. Free.

Information: 418 641-6280

**May 6-10, 2013, Laval University, Quebec City, Canada**

ACFAS 81<sup>th</sup> congress

Various conferences take place during this congress, for example :

- the conference no 514, *Le jeu en contextes éducatifs pendant la petite enfance* hosted by Caroline Bouchard, Annie Charron and Nathalie Bigras ;
- the conference no 526, *La littérature de jeunesse du préscolaire au secondaire : perspectives didactiques* hosted by Julie Myre-Bisaillon, Martin Lépine and Manon Poulin.

Early bird registration deadline : March 31<sup>th</sup>.

Information :

[www.acfas2013](http://www.acfas2013)

**May 25, 2013**

*Next Global Play Day*

The celebration is aimed at recognising the value of play in learning and development, as means of cultural expression and establishing social relationships, and as leisure. It is based on free play for all, under all forms and everywhere.

Information:

[www.alf-ludotheques.org](http://www.alf-ludotheques.org)

The 8<sup>th</sup> competition "Invente-moi un jouet" (Make me a toy) is also launched. Deadline for proposals: May 6, 2013.

**May 22-26, 2013, Patras University, Greece**

15<sup>th</sup> International Conference of the AIFREF (Association Internationale de Formation et de Recherche en Éducation Familiale) under the theme *Famille, École, Sociétés locales : Politiques et Pratiques pour l'Enfance*.

Information :

<http://www.aifref2013.upatras.gr/fr/index.php?menu=3>

**July 9-13, 2013, Shanghai, China**

65<sup>th</sup> OMEP World Assembly and Congress under the theme *Enhancing the Development of Early Childhood Education: Opportunities and Quality*.

Proposal submission deadline: 15 March, 2013

Acceptance notice: 20 March, 2013

Early bird registration deadline: 30 April, 2013

Information:

<http://omep2013.age06.com>

**October 16-18, 2013, Granby, Québec, Canada**

*Passe partout* Symposium

**November 15-16, 2013, Lévis, Quebec, Canada**

Conference of the Association d'éducation préscolaire du Québec (AÉPQ) under the theme "En équilibre".

Information: [www.aepq.ca/](http://www.aepq.ca/)

**November 20-23, 2013, Washington, D.C., USA**

NAEYC's 2013 Annual Conference & Expo

Registration and housing will open July 1, 2013.

Information:

[www.naeyc.org/conference](http://www.naeyc.org/conference)

## From our bookshelf

*International Journal of Early Childhood Education*, Vol.44, No. 3, 2012

This is a special issue on the theme of children's perspectives, edited by Donna Berthelsen (Australia) and Eva Johansson (Norway). In the six scientific articles presented, in spite of their different theoretical point of view, all authors are concerned about taking into account the voice and point of view of children and understanding their perspective. In a short paper, Ingrid Pramling Samuelsson and Judith T. Wagner appeal to local, national, regional and global leaders to promote early childhood education as a United Nation's global sustainable development goal for the years 2015-2030.

*Revue préscolaire* Vol. 50, no 3, summer 2012

The issue is dedicated to offering teachers thoughts, resources, means and strategies to help them facilitate integration in kindergarten and make it a positive experience for children.

*Revue préscolaire* Vol. 50, no 4, fall 2012

Under the theme of the 4<sup>th</sup> competency of the preschool curriculum "to communicate using the resources of language", well known authors give pedagogical guidelines to support the development of competency to communicate.

April, Johanne and Anik Charron (2012). *L'activité psychomotrice au préscolaire. Des activités nécessaires pour soutenir le développement global de l'enfant* (Psychomotor activity in kindergarten. Activities necessary to support the global development of the child). Montreal: Chenelière Éducation.

The book is divided in two parts. The first part introduces the concepts underlying the activities suggested in the second part, which are gathered according to the different components of psychomotor development.

Bigras, Nathalie and Lise Lemay (Eds.) (2012). *Petite enfance, services de garde éducatifs et développement des enfants. État des connaissances* (Childhood, educational day care and child development. States of knowledge). Presses de l'Université du Québec.

Thanks to critical analyses of empirical literature, the book is dedicated to showing the contribution of day care to the development of children in attendance as well as to teachers' training.

*The Council of Ministers of education, Canada*

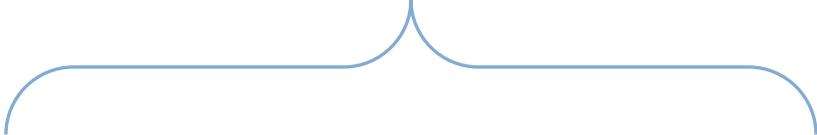
"In July 2012, ministers of education issued this statement on the importance of play-based learning. It recognises the purposeful play in the formative years sets the stage for future learning, health, and well-being."

To read the complete text, visit [www.cmec.ca](http://www.cmec.ca) and click on Publications..

Conseil supérieur de l'éducation (2012).

*Improving Early Childhood Education and Childcare for Preschool-Aged Children: Issues of Access, Quality and Continuity of Services*

The document is divided in five chapters: an overview of early childhood services, the quality of these services, transition to school, overview of three foreign systems and proposed guidelines. Complete document in French, or summary in English available at [www.cse.gouv.qc.ca](http://www.cse.gouv.qc.ca) or by phone at 418 643-3850.



**OMEP-Canada's Newsletter** is published in January, June and October. **We expect your news by Mid-May for the next issue.** Please send them preferably by e-mail to: [Denise Doyon@ugac.ca](mailto:Denise.Doyon@ugac.ca) and in c.c. to [omep-canada@videotron.ca](mailto:omep-canada@videotron.ca)

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Denise Doyon, chair of the Newsletter Committee.

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