

**GOODWIN  
COLLEGE**

## **Early Childhood Education Newsletter**

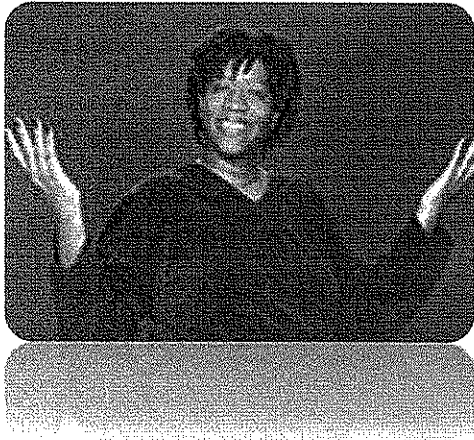
November 2013

Edition 1, Volume 2

### *Save the Date*

**5th Annual Early Literacy Conference**

**Thursday May 1, 2014**



Award-winning storyteller and multicultural folklorist Donna L. Washington will deliver our keynote address at our Early Literacy Conference, taking place on **Thursday, May 1, 2014**. Ms. Washington has been sharing stories with audiences for over 24 years. Her amazing vocal pyrotechnics and dynamic physicality make her stories come alive and enthrall and delight audiences from four to one hundred and four. She has been featured at numerous festivals, schools and libraries across the United States and internationally. She

is an accomplished author of five children's books.

Among her many talents, Donna presents a wide range of tales from many different cultures, including Korean stories, Greek and Celtic myths, African folk tales, Arthurian legends, English lore, American folk heroes, Halloween stories, holiday stories, and a mixture of many others! She also has a wide range of additional tales including personal narratives and stories of her own creation. She spends her days roaming the country performing for schools, libraries, festivals, theaters, and special event venues, as well as leading workshops for educators, librarians, and anyone else who will listen to her. For more information on Donna Washington, please visit [www.DonnaWashington.com](http://www.DonnaWashington.com).

## *A Letter from the Director...*

Dear Friends,

As the fall semester is upon us, I am reminded of why this season is my favorite. The crisp air, the deep blue skies, the cool breeze balanced by the warm sun. Of course the endless outdoor and festive activities add to my enjoyment of this season; apple picking, pumpkin carving, leaf piles, and hikes in the woods make this season, in my mind, the most enjoyable and, I find, inspiring.

While enjoying the crisp air as much as possible, I find myself outside with my children constantly. Thus, the inspiration for an outdoor painting project developed in my mind and I was sure my boys (ages five and two-and-a-half) wouldn't want to pass it up either. Turns out I was right and so we set out to paint and create one afternoon.

I had heard of the Pollack-type creations schools had done and thought, "I'd like to do that with my children." I bought canvases and acrylic paints and brushes. Outside we went, I with a specific purpose behind our work (which I tend never to do but felt being somewhat closed-ended for this would be acceptable) and my boys excited to paint. We began.

What I thought would be a 20-minute project at best (after all how long does it take to splatter paint onto a canvas?) turned into over three hours of work, on three separate occasions. None of us knew if we should splatter close to the canvas, from further away, with a lot of paint or a little, but what we did know was the idea of throwing or flicking paint was pretty exciting. My boys knew just how exhilarating and exciting it was going to be, I on the other hand had to experience it first to find out.

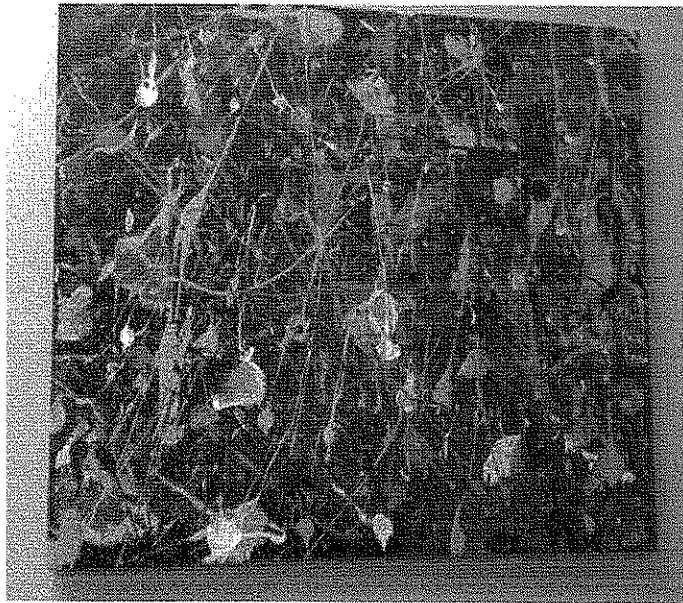
Soon after we began, paint was being smeared. I thought, "Pollack doesn't smear the paint but OK." Then, there were handprints on the canvases and I thought "Pollack definitely doesn't have handprints on his work" (at least not the works I was thinking of). Then, a sprinkling of some gravel from our driveway made its way to the canvas and once again I felt conflicted as to my end result and what was happening in front of me. My boys, though, had no reservations about what they were doing. "The paint goes here; I need to make it smooth over here; I want it one color over here and another over there; I go flick" were some of the comments from them as they carried on. Soon, what emerged were two very different canvases, one my five year-old took over and the other my two and a half year old claimed as his own. What also emerged were two happy young boys, covered in paint from head to toe, riddled with giggles and a sense of accomplishment and pride! And of course, a happy and proud mama too!

I had many thoughts as we were engaging in this project about directing them in one way or another. I had already given them more direction than usual with the goal of creating a Pollack-type representation; did I want to inflict more adult parameters on their work? Would it have been as much fun? Would they have felt so accomplished if I did? Would I have had as much fun? I decided, for me, the answer to all those questions was a resounding NO.

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Instead, I let go of my goal and consumed myself in theirs. I watched as their beautiful faces lit up when the paint hit the canvas with a big splat and when the colors mixed together and came out to what they wanted. I watched them step back and review their work carefully before deciding what to add next. I delighted myself in becoming part of their process, following the directions they gave to me and of course, getting messy right along with them. My 20-minute project turned into hours of fun and memories I will never forget (the countless photos will help with that and yes thankfully the paint did come off of my phone).

When we let go of our adult-oriented goals, lift adult parameters on children's work, and alleviate time constraints, we create room for what really matters; building relationships, enjoying time together, and affording children opportunities to create authentic experiences of their own. Clothes, hands, arms and feet can all be washed. Brushes and containers can be left to soak and cleaned later (yes, it's true). What we mustn't bend on or lose is time and authenticity. Both are too valuable and precious not to enjoy. There is a wonderful world awaiting us when we let children take us to down *their* paths of learning and growth! I wish for everyone to have the chance to experience that at least a little bit in their lifetime.



By Sean Blake, Jr. Age: two and a half

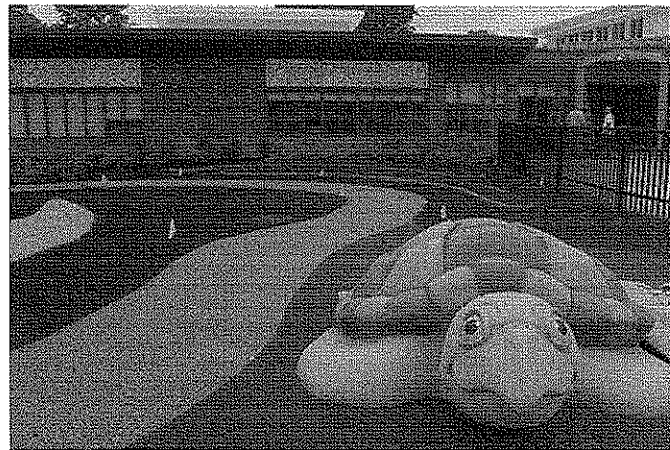


By Finn Blake Age: five

*News from the*  
***Goodwin College Early Childhood Magnet School***

Our early childhood magnet school has officially opened its doors. August 28 was the first day of school and I am happy to say that we have an amazing group of children, families, and teachers excited to be together to learn, grow, and have fun! We are excited for the potential influence having such a high-caliber magnet school as part of the Goodwin community will mean for our college programs in early childhood as well as other programs at the College as well.

Jenna Tenore, our fantastic principal, embodies the ideals of the Reggio Emilia Approach and the mission of the college. She is the perfect person to lead this school as we work to integrate the early childhood school with the College's early childhood programs. There are endless future possibilities for a collaborative environment where children and adults learn from one another in a mutually respectful environment and enjoy doing so. This is a vibrant and innovative time for early childhood at Goodwin College.



**Goodwin College Early Childhood  
Magnet School**

## **ECE Club Fall 2013 events**

### **Scholastic Book Club**

Begins November 2, Ends November 8, 2013

### **Family Literacy Carnival**

Friday, November 8, 2013

6 p.m. to 8 p.m.

Free admission with

canned food item for donation

Entertainment: Sparky the Puppeteer,  
face painting, balloons, and small carnival games

Dinner available (pizza, salad, and drink=\$2 per  
person)

For additional information about the ECE Club,  
please contact Kimberly Mansfield, faculty  
advisor, at [kmansfield@goodwin.edu](mailto:kmansfield@goodwin.edu)



### **ECE Club members**

Kimberly Mansfield, Faculty Advisor  
Nicole Randall (graduate), Elaine Williams,  
Cheryl Pope, Paula Abreu (graduate)

## **Spring 2014 Courses**

- ECE 102 – Online  
Health, Safety & Nutrition
- ECE 120 – Hybrid, Th/6 p.m. to 8:50 p.m.  
Math & Science for Young Children
- ECE 210 – Hybrid, W/6 p.m. to 8:50 p.m.  
Observation & Assessment
- ECE 252 – Hybrid, M/ 6 p.m. to 8:50 p.m.  
Student Teaching II
- ECE 320 – Hybrid, W/6 p.m. to 8:50 p.m.  
Technology and Education
- ECE 370 – Hybrid, M/6 p.m to 8:50 p.m.  
Leadership in Early Education
- ECE 411 – Hybrid, T/5:30-8:20 p.m.  
Action Research
- ECE 450 – Online  
Child Study Capstone

Contact Lori Blake at  
[lblake@goodwin.edu](mailto:lblake@goodwin.edu) for  
additional information.

For more info about Goodwin College,  
contact the Admissions Department:  
**(860) 528-4111.**

### *Student quotes of the semester:*

"I just received a promotion from my employer. I am now the teacher in the classroom. I work with two great girls and we have eight toddlers that keep us hopping. I love working with the toddlers, they bring the joy out in me and they love to discover the world around them. I am looking forward to sharing the knowledge with them that I learned at Goodwin."

~Terri Fagan, graduate '13  
Bachelor of Science in Child Study

"What drew me to this program was the core faculty. I've known them for a while and I know that they truly understand ECE the way that I know ECE. They actively are involved in the ECE community outside of Goodwin and play a huge role in educating those who don't have a chance to attend classes. That's the part that drew me to the program. I also needed to complete my degree in child study in order to advance my career in the administrator role. Eventually I would like to teach an ECE course at a local community college."

~Luis Rodriguez, current student  
Bachelor of Science in Child Study



Ribbon Cutting Ceremony  
Monday, September 9, 2013  
Goodwin College Early  
Childhood Magnet School

Left to Right: Mayor of East  
Hartford Marcia Leclerc;  
Commissioner of Education Stefan  
Pryor; School Principal Jenna  
Tenore; Early Childhood Education  
Director Lori Blake

### *A note from an Alumna:*

Let me introduce myself. My name is Paula Abreu and I graduated from Goodwin College in 2013 with my bachelor's degree in Child Studies. I found that studying at Goodwin College was a unique and exciting opportunity. I was able to meet new friends and acquire new knowledge to implement into my classroom and the agency I work for in Hartford. The faculty members of the Early Childhood Education department were always there to offer assistance and expertise whenever I felt I needed it; I was never turned away. There is no other college in the state that could have made me feel more

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special as student, because I was not just a student, I was part of a big family.

I am delighted to say that although I graduated, I am still part of this family as an alumna. I continue to be an active member of the Early Childhood Education Club. I enjoy being part of this great group that helps with events and activities that benefit the community and other students.

Last year, I had the opportunity to be a mentor teacher for a student teacher from Goodwin College; that was an awesome leadership and learning experience for me. As a mentor I felt that I was guiding my little sister to a better education and future just like I was once.

There are many reasons that factor into why I still want to be part of the Goodwin family; one of them is the opportunity of being with individuals from all over the world, with many different backgrounds. We are affecting education and the lives of children. Currently, I am working as teacher for the department of Head Start. In the future I plan to pursue my master's in education and further my knowledge on special education; then who knows where I will go from there?

~Paula



Paula Abreu, graduate '13  
Bachelor of Science in Child Study

"We should remember that there is no creativity in the child if there is no creativity in the adult: the competent and creative child exists if there is a competent and creative adult." -Rinaldi, p120 in Dialogue with Reggio Emilia