

**Annual GCCCA Conference**  
United Way CCR&R  
102 Edinburgh Ct.  
Greenville, SC 29607



Registration Cost: If received by February 26th

GCCCA Members - \$30

Non-Members - \$40

Students - \$25

Late Registration **for an additional \$10** will be accepted until Friday, March 5th.

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Make checks payable to: **GCCCA**, with Conference in the memo area, and mail registration form with payment to: **Sonshine Learning Center, 1201 Haywood Rd., Greenville, SC 29615**. Phone inquiries can be made to Midge Simpson at 233-4062 or email [mustangmidge@gmail.com](mailto:mustangmidge@gmail.com)

Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Name of Center: \_\_\_\_\_ Email: \_\_\_\_\_

Check Enclosed in the amount of \$ \_\_\_\_\_ I live in: \_\_\_\_\_ County

Number of years working as a child care provider/teacher: \_\_\_\_\_

Scholarships are available, thanks to an ABC grant. If interested, call Midge Simpson at 233-4062.



## 22<sup>nd</sup> Annual Child Care Conference

**Saturday, March 13, 2010**

**8:15 a.m.-2:00 p.m.**

**Church of the Nazarene**

**1201 Haywood Road, Greenville, SC 29615**

*Sponsored By:*



The South Carolina



Child Care Program

## Conference Schedule

8:15-8:45	Check-in, Vendors & Free Continental Breakfast provided by US Food Service
8:45-9:00	Welcome, Announcements & Time for Children Award –Lee Eskridge, GCCCA Conference Co-Chair
9:00-10:00	KEYNOTE ADDRESS-(1.0 hr. ) Pam Schiller
10:00-10:15	Break
10:15-11:45	Break-out Session 1 (1.5 hrs.)
11:45-12:30	Lunch & Time to Browse Vendors
12:30-2:00	Break-out Session II (1.5 hrs )

*Make time to visit the exhibits to browse, network , and shop with our popular vendors.*

**The Sanctuary will be used for keynote speakers, and the vendors and food will be located in the Gym.**  
Break out session locations will be announced.

## PRESENTERS

### Keynote: Pam Schiller, Ph.D.



Pam Schiller is a curriculum specialist and freelance author and speaker. Dr. Schiller has worked as a childcare administrator and has also taught in the public schools. She served as Head of the Early Childhood Department at the University of Houston, where she also directed the Lab School. Dr. Schiller shares her extensive knowledge in workshops, radio and television interviews, and as a popular keynote speaker and author. She is the author of five curriculums, eleven children's books, more than thirty teacher and parent resource books and a number of other creative projects such as activity books, DVDs and CDs. Pam lives in Cypress, TX.

### **Keynote Address: The Crucial Role of Social-Emotional Development in School Readiness** (1.0 hrs in Growth & Development)

A child's readiness for school depends on the most basic of all knowledge, *how to learn*. The key ingredients of this crucial capacity are in large part related to social-emotional intelligence. Whether or not a child arrives at school on the first day of kindergarten equipped with these key ingredients depends greatly on how actively the child's parents and preschool teachers have provided the experiences and interactions that promote the child's development of social-emotional intelligence. Research identifies seven key characteristics of successful learners, all within the social and emotional domain. This session will explore the criteria that determine social and emotional intelligence and will focus on easy to implement strategies to develop the seven key characteristics of socially and emotionally healthy children.

### Pam Schiller (cont'd)

### **Session One: And the Cow Jumped Over the Moon** (1.5 hrs in Curriculum) **Infants & Toddlers**

Songs and stories have always been an integral part of a quality early childhood setting because they are joyful and appealing to children. They are also a natural way to approach teaching. Songs play a role in setting the tone of the classroom, in developing skills and concepts, in helping children make transitions, and in building a sense of community. This session will demonstrate how to use music and stories in an intentional and purposeful way in the infant and toddler classroom.

### **Session Two: Setting Up & Managing Learning Centers** (1.5 hrs in Curriculum) **Preschool**

Think of all a child can learn from a set of blocks or a sand table! In this workshop participants can stock up on creative ideas. You will also learn techniques for accommodating different learning styles and social styles. You'll hear suggestions on how to organize and stock 10 centers, then practice arranging, scheduling, assigning, individualizing, and evaluating them. Find out how to plan exciting learning centers with clear goals in mind - then step back and watch as young children enjoy learning.



### **Myrna Turner**

Myrna worked in child care for years as a classroom caregiver and a center director. She is currently employed by the SC Department of Social Services as a Program Monitor for the ABC Child Care Program. She has her M.Ed in Early Childhood Education from USC, and is a SC Assessor and Anchor for the ITERS-R, ECERS-R and SACERS.

### **Session One: Divine Design: Using the ECERS-R to improve early childhood classroom environments** (1.5 hrs. Professional Development)

The Early Childhood Environment Rating Scale measures the day-to-day quality of care for preschool children 30 months or older. Meaningful discussions of space and furnishings, personal care routines, language and reasoning, activities, interaction, program structure, and parents and staff, will instruct teachers on how they can improve the learning environment for the children in their preschool classes using ECERS.

### **Session Two: My First Place: Using the ITERS-R to improve infant/toddler classroom environments** (1.5 hrs in Professional Development)

Developed for use in the classroom for children under 30 months of age, this session will look at the Infant/Toddler Environment Rating Scale and how caregivers can improve the environment for the children in their care. We will discuss developmentally appropriate requirements for infants and toddlers by using the ITERS scale to assess space and furnishings for children, personal care routines, listening and talking, learning activities, interaction, program structure, and parents and staff.