



# NETWORKER



Winter 2009

## VSACN Core Leaders

- Tricia Pawlik, Chair  
*Greater Burlington YMCA*
- Patricia Amones  
*TLC, Plainfield*
- Sarah Bolster  
*Vermont Achievement Center*
- Dan Cahill  
*Burlington Parks and Recreation*
- Shannon Dixon  
*Boys and Girls Club of Burlington*
- Anne Gleason  
*Mary Johnson Children's Center*
- Ruth Matthews  
*Child Development Division, State of Vermont*
- Julie Peterson  
*Greater Burlington YMCA*
- Diana Pfening  
*Tapestry Programs*
- Ilana Snyder  
*Mary Johnson Children's Center*
- Tami Stagner  
*LEAP, Springfield*

### Staff:

Susan Kamp, Coordinator

**VSACN is supported with a grant from the State Child Development Division, with partial funding from the Federal Child Care & Development Fund.**

## Voices from the Field

*Nicole Whitney*

In any afterschool program, one will find children of varying ages and backgrounds, with the one thing they all have in common being that they just got out of school. Their days have all been very different, the homes they are going back to, and the reasons they are in afterschool are diverse as well. However, according to the four developmental principles outlined in Chip Wood's book, *Yardsticks; Children in the Classroom Ages 4-14*, we find that underlying all of their differences, children will all share in the *process* of growing up.

All children will experience this process in different ways, but they will all experience it. In an afterschool program, these four principles can be used to promote a better understanding of each individual child making his or her experience at afterschool an important part of their development.

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## VSACN Coordinator Named

Welcome to Sue Kamp, the new VSACN Coordinator. Sue comes to VSACN with over 20 years of experience in prevention programming for children and families in Vermont. She most recently was Executive Director of the Vermont Children's Trust Foundation, the private, fundraising arm of the

Children's Trust Fund.

Sue is looking forward to increasing member services for VSACN, including upgrading the website and developing new and innovative ways to support school age care in Vermont. "This organization has the potential to support all school

age professionals in the state with the training and technical assistance they deserve. I am honored to have the opportunity to be involved with that through VSACN."

Sue can be reached at the Mary Johnson Children's Center: 388-2853 or [vsacn@mjjcvt.org](mailto:vsacn@mjjcvt.org).



## News from the VSACN Chair

Dear VSACN Members:

Welcome to the winter edition of the "Networker". First and foremost, we are excited to announce the hiring of the new VSACN coordinator, Sue Kamp. Sue comes to us with much experience, most recently as the Executive Director of the Vermont Children's Trust Foundation. We are very pleased to have her join VSACN, and are excited for her to share her

broad range of skills and enthusiasm with our network and its members! She can be reached at [vsacn@mjcvt.org](mailto:vsacn@mjcvt.org). Welcome Sue!

Our network is also in the process of working with NAA to become an affiliate of that national association. As we have more details about this process we will get them out to you. We have a retreat planned for the VSACN board on March 12 and

hope to solidify the details of this affiliation at that time.

We hope you are all enjoying a safe and fun winter with the children in your programs!

Sincerely,  
Tricia Pawlik  
VSACN Chair

## Child Development Division News: *Searching for Professional Development for You, Your Peers or Staff??*

The Child Development Division continues to support the development of new professional learning opportunities that expand the context of competency-based learning for those of you in the afterschool field. VSACN members regularly contribute to the design of these options and work to ensure access across the state so you can take advantage of them. Some are being piloted now and others are on-going. Take a look at this list to see what might suit you or someone you work with.

### **Core Competencies for Afterschool Professionals**

Since publication in 2007, the *Competencies* have served as the basis for designing other professional development elements. Vermont has used them to develop an afterschool professional credential, a foundations certificate, and an On-the-Job training program patterned

after a federal Department of Labor model. All of these are described below. You and your peers can use the *Competencies* for your own self-evaluation or creating professional development plans. Supervisors can use them for staff evaluations or planning in-service trainings. Have you looked at the competencies yet? Explore this document and other information at the Northern Lights Career Development Center's web-site: [www.northernlightscdc.org](http://www.northernlightscdc.org).

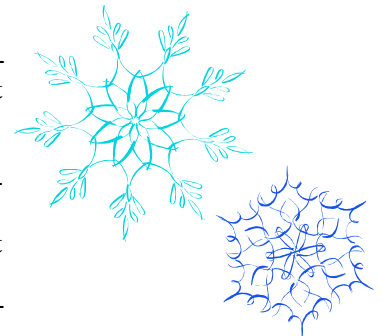
### **Vermont Afterschool Professional Credential**

The *Vermont Afterschool Professional Credential (VAPC)* supports professionals who have at least 500 hours working with school age children (ages 5-12), and who have also completed the 2 higher education courses described below, plus an

additional 46 hours of training. For persons completing the requirements for the *Credential* during a pilot phase before July 2009, a financial incentive is included.

### **Vermont Afterschool Foundations Certificate**

The *Vermont Afterschool Foundations Certificate (VAFC)* offers entry-level professionals in the first two years of employment the opportunity to connect their initial training and learning experiences to a system of recognition. A total of 16 training hours must be completed and documented during the first two years of employment in order to be awarded this Certificate. Eligible formats include community based trainings, conference or course series, college classes, on-line learning, and national trainings.



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## Voices from the Field, *continued*

Since there are many different age groups on an afterschool program, one is able to see many developmental stages and principles at play. The first principle states that during development, children follow reasonably predictable patterns. That being said -- know what to expect from the children in terms of where they will eventually be developmentally, but don't expect every child to develop at the same rate as the one sitting next to him. Children will go through the developmental stages in the same order, but not at the same rate. This theory happens to be the second principle outlined by Wood. It is important to keep this theory in mind when a child isn't behaving how he is "supposed" to. Remember not to compare a child to his peers. Each child develops at a rate that is comfortable, a rate that fits to the external factors presented on a daily basis. The third principle explains how various aspects of development do not proceed at the same rate. A child may excel in one area such as art while his skills in math are not as developed. One of the more im-

portant aspects of afterschool is that it is a time when structured activities can be planned without the added pressure of a grade or assessment (in the eyes of the child, anyway). Keeping this principle in mind, one can plan activities to showcase the strengths of each child. At any given time, a child may be comparing himself to the other children and while this is a difficult habit to suppress, planning activities to showcase strengths will develop a sense of self-confidence. If a child is proud of his achievements in art, this self-confidence is bound to "spill over" into his skills that are developing slower, like math. The fourth and final principle states that growth is uneven. This principle is especially appropriate when applied to afterschool and school in general. It is important to remember that kids will "grow out of it". A child may stay in a developmental stage for a longer period of time than expected, but someday, they will change. Remembering this fact can save you many hours of frustration when that one child can't seem to get the chip off of

his shoulder, or that one girl can't seem to remember to clean up after herself.

These four principles can act as reminders to teachers and parents that children are children, and though sometimes their behavior seems like it will never change, it will. However, there are times when the principles can be somewhat insufficient. Not *all* kids are going to develop in the ways that have been predicted and working at an afterschool, one is bound to find one of these children. There may be a child who has excelled in all areas of their development and it is just as important to cater to the needs of this child as it is to cater to the needs of the child who is significantly behind in all areas of development. All in all, the principles are highly usable in afterschool and should be referred to constantly.

Nicole Whitney wrote this piece in response to an assignment in the second course in the VT Afterschool Professional Credential—*Special Topics in Education: Development of Children 5-14*.

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## Mentors for Quality

Mentors needed to visit, observe, and provide constructive feedback to licensed school aged care programs which received Start-Up or Quality Improvement grants from CDD. If you are interested in learning more about this paid opportunity please contact Teresa Manning at 802-644-5521 or [tmanning@fnesu.net](mailto:tmanning@fnesu.net).

## ***Professional Development , continued***

### ***On-the-Job Training Certificate***

If you are an afterschool professional interested in combining work and learning experiences, the *On-the-Job Training (OJT) Certificate* program is for you. The program requires 1,000 documented work hours, all related to the *Competencies*. In addition, the participant completes 55 hours of related training. Bonus incentives for completion of this training certificate are built into the program. This opportunity is available through the Vermont Child Care Industries and Career Council (VCCICC) listed below.

### ***Higher Education Partnerships***

Two on-line courses are now offered through the Community College of Vermont (CCV): *Introduction to Afterschool Education & Care* and *Special Topics in Education: Development of the School Age Child*. For professionals who are working in a Vermont licensed care setting, the courses are available *tuition-free*. Both courses are applicable to the *VAPC*. Watch for announcements in future newsletters for these offerings in the Fall or Spring semesters at CCV.

### ***Resources***

We hope you will seek out the options that are best suited for your professional development and we will continue to keep you updated as our work progresses. If you would like to contribute to this work, you may want to join the **Afterschool Professional Development Framework Committee**. **For more information on the committee work or the CCV courses described above, contact Kerrie Workman at 802-434-5046 or [kwork23@yahoo.com](mailto:kwork23@yahoo.com).**

**To find out more about the *Core Competencies*, *V AFC* or *V APC* visit the Northern Lights Career Development Center's web-site at: [www.northernlightscdc.org](http://www.northernlightscdc.org). You may also contact Kerrie, 802-434-5046 or [kwork23@yahoo.com](mailto:kwork23@yahoo.com).**

**For information about On-the-Job Training Program, contact Sue Ryan at the VCCICC, 802-660-2914 or [sue@childcareindustry.org](mailto:sue@childcareindustry.org).**

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