



QUEBEC ASSOCIATION OF EDUCATORS

Association des Éducateurs et des Éducatrices du Québec

2004  EDITION

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EDUCATORS CELEBRATE

25TH ANNIVERSARY OF THE YOUTH PROTECTION ACT

Has the role of Educators changed in the last 25 years? You bet! As the province prepares to celebrate its silver anniversary of the Youth Protection Act, educators can take pride in the important contribution they have made to the care of children, youth and families.

Over the years, we have seen the role of educators expand to include working in early prevention programs, home-based services, behaviour specialist in schools, lead group animators, work with young offenders, family group facilitators, group care/residential settings, crisis intervention work in D.Y.P., and we are

now seeing educators hold “legal delegation” (commonly held by caseworkers/social workers), in some of the French centre jeunesse. So, has the role changed?

We believe youth centres/centres jeunesse have realized the important contribution the educator profession is making and the importance of continuing to develop province wide standards for educators that will further ensure that the profession continues in its path of development.

The Q.A.E. wishes to pay special thanks to all educators during this 25th anniversary of the Y.P.A.

YOU DESERVE IT!!

CÉLÉBRONS NOS ÉDUCATEURS



25^{ième} ANNIVERSAIRE DE LA LOI SUR LA PROTECTION JEUNESSE

Depuis les 25 dernières années, peut-on dire que le rôle des éducateurs a changé? Eh, Oui !

Avec la célébration prochaine du 25^{ième} anniversaire de la Loi sur la protection de la jeunesse, les éducateurs peuvent être fiers de leur importante contribution en matière d'intervention auprès des jeunes et de leur familles. À travers les années, nous avons vu le rôle des éducateurs s'élargir pour dorénavant inclure les programmes de prévention, les services à domicile, les interventions en milieu scolaire, l'animation de groupe, l'intervention auprès des jeunes contrevenants, les interventions de group impliquant les familles, l'intervention en foyer de group ainsi que l'intervention en situation de crise.

Dans certains Centres jeunesse du milieu francophone, les tâches de « délégations légales » anciennement réservées aux travailleurs sociaux sont maintenant accomplies par les éducateurs du milieu.

Ainsi, peut-on dire que le rôle des éducateurs a changé ?

Nous croyons que les Centres jeunesse ont réalisé l'importante contribution que représente la profession des éducateurs ainsi que l'importance de continuer à développer des standards provinciaux pour les éducateurs permettant ainsi à cette profession de continuer son développement en ce sens.

Au moment de ce 25^{ième} anniversaire, les membres du A.E.Q. souhaitent remercier l'ensemble des éducateurs.

VOUS LE MÉRITEZ

The Quebec Association of Educators is a Founding member of (CCCYCA) Council of Canadian Child, and Youth Care Association and the ACYCP (Association of Child and Youth Care Practice)

PRESIDENT'S MESSAGE



I would like to take this opportunity as we move into the New Year to wish all of our members a wonderful and successful New Year.

As we move into the New Year, we can surely do so knowing the Quebec Association of Educators certainly made excellent strides in the year of 2003.

Our conferences were all attended and well received. We were given the right to the 2006 International Conference here in Montreal. Our membership is consistently increasing and we have elected the new board for 2004.

Before I update you on the new board, let me first take the time to thank Ms. Sara Wakani, our past secretary, for her devotion to the Q.A.E. We welcome Sherwin Laptiste and Melissa Ingram to the board. The elections were held at our Annual General Meeting on December 11, 2003 at 6 Weredale. Sherwin was elected as Board member and Melissa elected to the secretary's position. Sandy Parkes, Levine McIntyre, Sam Barile, Philip Alleyne and Varda Mann-Feder were elected to the same positions they held in 2003. Mr. Tony Maciocia remains in the position of Executive Director.

We are looking to the present members to encourage colleagues to join the Q.A.E. and to attend our monthly meetings held at Weredale. The schedule for the meetings can be found in this Newsletter.

The Q.A.E. is your Association... let it work for you, as we continue to work towards excellence in the field of Child and Youth Care.

Philip Alleyne
President, Q.A.E.



BULLETIN HEBDOMADAIRE DE L'ASSOCIATION DES CENTRES JEUNESSE DU QUÉBEC

PROJET QUALIFICATION DES JEUNES EN OUTAOUAIS: LA DYNAMIQUE DU PARTENARIAT : UN SUCCÈS AU PROFIT DES JEUNES

Le projet *Qualification des jeunes* de la région de l'Outaouais a organisé une activité innovatrice, la « Matinée jeunesse », regroupant différents partenaires afin d'offrir aux jeunes de 15 à 18 ans, des Centres jeunesse de l'Outaouais, et à leurs intervenants, six ressources susceptibles d'être utiles tout au long de leur cheminement les menant à leur majorité. L'activité s'est déroulée dans le cadre de la Semaine des centres jeunesse, le mardi 11 novembre. De plus, la « Matinée jeunesse » a permis de faire suite au protocole régional entre la Direction de la sécurité du revenu et les centres jeunesse dont l'objectif principal est de mettre en place des mécanismes entre les partenaires qui permettront de soutenir la clientèle lors du passage à la vie autonome. On pouvait donc y recentrer l'ensemble des 15 intervenants provenant de la Sécurité du revenu, d'Emploi Québec, du CFER Outaouais, du Carrefour Jeunesse Emploi, de la Relance scolaire (CSD) et de la Relance Outaouais.

L'invitation a été lancée à tous les jeunes des Centres jeunesse de l'Outaouais par l'intermédiaire de leur intervenant. Les jeunes du Belvédère et du Pavillon Jellinek ont aussi été invités à participer à l'événement. Au total, l'événement a mobilisé 95 personnes tant dans la participation qui se sont déplacés à travers l'itinéraire conduisant aux cinq stations où les attendaient les animateurs. Chaque organisme y a présenté sa spécificité de façon attrayante et animée. La participation fut remarquable autant par le nombre de personnes qui a répondu à l'invitation qu'à leur disponibilité à se prêter aux différents jeux.

On doit aussi souligner la participation de huit jeunes du Projet Qualification des jeunes dans le bon déroulement de la Matinée tant au niveau de l'organisation des salles et du dîner qu'en tant qu'hôte et hôtesse. L'événement a permis à chacun de relever son défi.

Cette « Matinée jeunesse » était, à notre connaissance, une première au niveau provincial, et fut un succès à tous les niveaux.

Pour information : Amélie Morin
Tél : (450) 975-4177

(Extrait-ACJQ-2003)



DÉMÉNAGEMENT EN VUE

À compter du mois d'avril prochain, l'Association des centres jeunesse du Québec aura un nouveau domicile, non loin de ses locaux actuels. En effet, le 1001, boulevard de Maisonneuve Ouest (à ne pas confondre avec le 1001, de Maisonneuve Est) sera la nouvelle adresse de l'Association. Il s'agit de l'édifice de la Standard Life, coin Maisonneuve et Metcalfe, accessible directement à partir du métro Peel.

La date et les détails entourant ce déménagement seront transmis ultérieurement.

Quote OF THE DAY

Number 2-16 April 2002 – Difficult Behaviours Index of Quotes

“ Children who feel unloved and unattached are often children of rage and rebellion. They become locked in defiant opposition to adults, who reciprocate with counter-aggression. The child becomes “adult-wary”, forever biting the hand that didn’t feed him or her (Brendtro, Van Bockern, & Clemenston, 1995).

Instead of giving attention to the deviance and pathology of troubled children, adults often find it much more profitable to see even the most difficult behaviours as normal responses of children struggling to cope with abnormal environments and circumstances. It takes empathetic and well-trained professionals to understand that swearing, threats, physical violence, and drug use are the way some children cry out for help.

Although defiant youth may seem to relish freedom from adult control, life empty of attachment is actually the opposite of true independence. John Bowlby and Mary Ainsworth, who have done research on attachment, suggested that secure autonomy or independence is built upon a solid base of ongoing human attachment. Unattached youth may noisily proclaim their pseudo-independence (“Nobody tells me what to do!”) but they are only masking what they really feel: “Nobody really cares.” ”

STEVE VAN BOCKERN

Van Bockern, S. (1998) Meeting the needs of our youth. *Reclaiming children and youth*, 7(3).Pp. 172-175

Source: CYC-net

PRACTICE HINT

Approachability

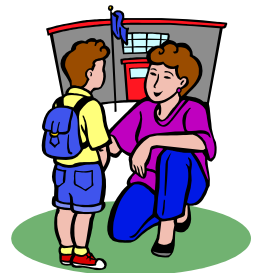
We made the point in a previous practice hint (Number 48) that if we don’t let youngsters say how they think and feel... *we may never know* how they think and feel!

Some adults protest that “the youth may come to me at any time”. But giving permission to kids to say what they think and feel isn’t always as easy as saying “It’s okay to...”:

Making sure that we are *experienced as approachable* is an important practice skill.

- Being busy or in a hurry is not conducive to easy talk. Our posture and facial expression must say “I am available, you have my attention”.
- The space we are in may be too public, noisy or distracting. We must pick a space which conveys comfort and confidentiality.
- Our relationship may not yet be familiar or trustworthy enough. We must have passed beyond the formal roles of relative strangers.
- Any reactions of surprise or disapproval cause kids to clam up. We must show that we at least accept the feelings and ideas expressed.

Today in our practice we recognize that letting kids talk includes making it possible for them to talk.



COMMENTARY ETHICS?

OUR RIGHTS AND OBLIGATIONS

As professionals, each one of us has the authority and is entitled to be part of ensuring the continuation of ethical practice and contributing to its implementation. Effective maintenance of the code of ethics raises standards of child and youth care work, increases the quality of our profession and contributes to the positive development and healing of children and youth at risk. We are required to support ethical practice, to contribute to discussion about professional ethics, to challenge others who violate the code, to ensure that this tool remains sharp and relevant and effective.

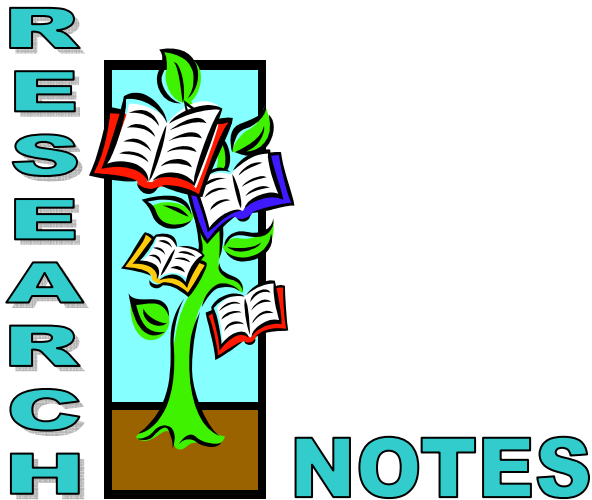
In her paper about developing professional ethics for child and youth care work, Mattingly (1992) mentions some sessions on ethics which she conducted at professional meetings. Participants expressed some strong views including the following: "Since we are already concerned practitioners and largely benevolent persons perhaps ethics discussions are a very useful concern. Those who are serious practitioners are already ethical. Those who 'don't care' won't be influenced very much."

The implication of this is that once we've got something right, there's no need to give it any further attention. An attitude of "been there, done that", results in a type of complacency whereby people stop questioning and challenging themselves. And what about those who don't care? What should we be doing about them? Do they have a part to play in the field of child and youth care? If so, what is that role and how can we help them to care, for what is child and youth care without care?

Effective maintenance of our code of ethics means that we need to give conscious attention to ethical issues and not take things for granted. Societies change, laws and policies change, child and youth workers change, young people change... perhaps, sometimes, code of ethics need to change too!

When was the last time you read and thought about the code of ethics? Do you ever analyze incidents in relation to ethics? Does the team at your organization engage in debates about ethical issues? Our commitment to ethical practice should be an ongoing and dynamic process. Codes of ethics do not provide simple answers to the complex questions we face in dealing with human beings. Often, there is a myriad of possibilities, and one of the advantages of strong teams is that they provide opportunities for people to give input from diverse viewpoints, to discuss and to disagree!





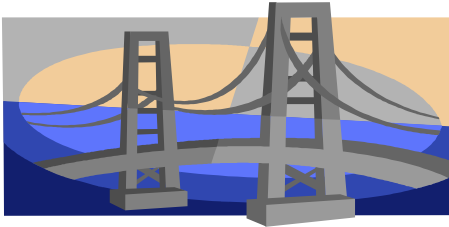
HIGHLIGHTS OF NEW RESEARCH IN OUR FIELD

Collected by Varda Mann-Feder, Concordia University, Chair, Research Committee of the Q.A.E.

In a recent article published in *Relational Child and Youth Care Practice*, Nicholson and Artz from the University of Victoria reviewed current statistics on delinquent youth in Canada. The average age for first delinquent activity is cited as 15.5 for males and 15 for females, however, males engage in more delinquent acts and their criminal behaviour goes on for more years. In 2001, 77,704 teenage boys and 24,609 teenage girls were incarcerated in this country. Canada had twice the rate of incarceration for youth than most states in the U.S. In many cases, sentences were tougher for young people than they would have been for adults who committed comparable offenses. The authors state that the newest research suggests that incarceration is only effective as a deterrent to delinquency in about 20% of all cases.

A study published in the last volume of the *Child and Youth Care Forum* reported on results of an outcome study that examined the impact of outdoor behavioural healthcare of wilderness therapy on adolescents with a range of psychosocial problems. Eight hundred and fifty eight adolescents participated in 45-day long programs. They participated in wilderness activities, group therapy and an intense living situation where staff and clients slept, ate and worked together. Pre and post testing with parents and the adolescents themselves indicated that there was a significant reduction in problem behaviours after the program, and that this improvement was maintained 12 months later. An interesting finding was that the parents rated the adolescents' behaviours as worse before treatment than did the adolescent themselves. However, after treatment, ratings were not significantly different and both groups recognized important improvements in functioning.

The most recent edition of the *Journal of Child and Youth Care Work* published a report from the National Youth In Care Network who have initiated a program of education for social work and child care students. This program involves guest lectures by former youth in care whose aim is to sensitize future practitioners to the need and concerns of young people in the system. This project emerged from recent research, which surveyed youth in care from across Canada. Results suggested that a major concern for the participants was the absence of consistent, trusting relationships with professional workers, and the importance of empowering relationships in helping youth in care to have a voice in their own lives.



(BRIDGING)

CULTURES

All of us need to develop competence to connect across cultural differences. Here is a short list that can help those who work with culturally diverse groups of people.

1. Don't view the unknown as pathological. The more we understand a young person, the more his or her behaviour, however counterproductive, will be seen as a means of coping.
2. Don't withhold interventions because you are uncertain what to do. Doing nothing will accomplish nothing, except perhaps to communicate to the young person that you are way or disinterested. Try some intervention and, if you do make a mistake, you can apologize, which may do wonders for your relationship.
3. Don't let common conditions become stereotypes. We can very easily over-generalize from something that seems typical. The best definition for stereotype was one I got from a 7 year old: "All Indians walk single file, at least the one I saw did."
4. Know how to incorporate cultural factors into the diagnostic code for your profession. In cultures where showing superiority is shameful, students might say they don't know the answer because this might make them appear better than their peers; this does not mean they are clueless – rather, they are actually very socially perceptive.
5. Be a friend before there is a need. Most communal cultures in the world are rationally based. Young people will turn to you only if they know who you are.
6. Guard confidentiality in communal cultures. In those environments we must be very conscientious about confidentiality, not only because it keeps private information private, but because it shows that we are trustworthy.
7. Use elders and their advice, in a relational culture, people tend to go to the oldest persons in the community, those who have the longest tenure. In a gang, the leader might be the "elder". In a Native American community, it would be the chronological elder, perhaps someone who is 70 or 80 years old. The elders know the oral stories.
- Someone not connected to the community will not know the oral tradition.
8. Be involved in the community that you serve.
9. Trust your intuition. If your feeling is respectful and makes sense, you are unlikely to spoil your relationships. There is powerful therapeutic value in kindness, and children will notice small things you do that are beyond expectations for your job.
10. Help those with minority backgrounds work with the larger, cultural system. Just as you can learn about other cultures from youth and families you serve, so can you help them navigate the dominant culture if they are unsure in this respect.
11. Integrate rituals and symbols from the cultures of young persons into the milieu of school or agency. For example, judicious use of art and paintings can help youth feel comfortable (but remember that the goal is not to prove that you are a connoisseur of their culture).
12. Work through historic distrust. Generally a person of color will not immediately trust a white person. Like it or not, we represent our race until we become known as a person. Until youth feel safe in a relationship, they may be wary of you for fear you might be like others who have diminished their race or culture. Trust takes time, and relationships can't be "microwaved".
13. Help students or clients meet their own goals. Some youth expend great effort opposing persons they see as adversaries. When you are seen as an advocate helping them develop their interests and potentials, resistance is transformed into cooperation.

Dr. Martin Brokenleg

CONFLICT ON STAFF TEAMS

Roger Neugebauer* states that “in a creative organization the clash of ideas and opinions keep the organization growing and improving”. He talks about the administrator’s responsibility for promoting “healthy conflict”.

SIGNS OF HEALTHY CONFLICT

Conflict among staff in an agency can be helpful if it...

- generates new ideas, new perspectives;
- provokes an evaluation of organizational structures or center design;
- brings individuals’ reservations and objectives out into the open;
- heightens the debate about pending decisions or problems;
- forces the re-examination of current goals, policies or practices;
- focuses attention on problems inhibiting performance at the center;
- energizes staff – gets them actively involved in the life of the center.



But not all conflict is positive, says Neugebauer. A dispute over an organizational issue which is ignored by the director can deteriorate into acrimony and bring down staff morale. A personal feud which erupts between two or more staff members can distract participants from doing their jobs. The director must distinguish between healthy and unhealthy conflict.

SIGNS OF UNHEALTHY CONFLICT

Conflict between staff in an agency can be destructive if...

- one person or faction is bound and determined to emerge victorious;
- focus of the debate changes but the adversaries remain the same;
- discussion never moves from complaints to solutions;
- staff members start taking sides;
- parents, community groups or other outside parties get drawn into the debate;
- continuing acrimony starts to erode staff morale;
- dissension continues even after a decision is hammered out;
- debate focuses on personalities, not issues.



* Aside from the harm an uncontrolled conflict does to an organization, your inability as manager to control it may lead to your overthrow, either by angry contestants or by impatient bystanders.

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WORKSHOP REVIEWS: AN EDUCATOR'S FEEDBACK

REVIEW OF THE BEYOND CULTURAL DIVERSITY WORKSHOP

November 14th, 2003 was the annual MDC professional Day. The MDEC and QAE jointly presented the workshop entitled **Beyond Cultural Diversity: Moving along the Road to Delivery of Culturally Competent Services to Children, Adults and Families.**

One of the first premises of the workshop is that merely being aware of cultural diversity is not enough. As the title suggests, we are moving along the road to being culturally competent and should not assume we have completed this journey. We work with many cultures and families, and need to be able to capitalize on their diversities to better service our clients and their families. An important factor in being culturally competent is being aware of our preconceptions, stereotyping and barriers that may impact cultural competence. This workshop tried to address these issues with the help of both a knowledgeable and experienced presenter along with a dynamic and interactive group of participants.

The presenter was Mr. Frank Delano who is the Director of the Institute for Child Care Professionalization and Training in New York. He has presented this workshop at numerous locations and his ease covering the topic was clearly demonstrated. He challenged the participants to look beyond their present level of cultural sensitivities and beliefs. The participants ranged from educators, students, social workers and human relations agents from numerous divisions to managers from all levels at Batshaw. Workshops on cultural diversity draw on what participants offer and when an open exchange takes place there never seems to be enough time to cover all that wants to be said. This was reflected in a number of the participant's feedback who would have enjoyed more time, which was the most frequently mentioned commentary by participants. From suggestions of a full day to a 3 day conference, many would have enjoyed additional time to cover such topics as racial profiling and the cultural aspects of working with families. Some activities suggested by participants were the use of videos, more practical examples, specific case dialogue and the use of smaller group discussions. A further suggestion was opening up the conference to foster parents. Participants enjoyed the animated discussions and the stereotyping exercise of the workshop.

Comments regarding Mr. Delano having done a great job, being able to diffuse tension, being engaging and being non-threatening were also made.

Overall, as is reflected in the participant's feedback, the conference was appreciated and the topic of cultural diversity is always one that provokes thought. Obviously the opportunity to look more in dept at this topic is an ongoing goal to work towards. We have been shown the road to cultural competence; hopefully through future conferences we will be able to continue our journey along this important path to cultural proficiency.

WORKSHOP REVIEWS: AN EDUCATOR'S FEEDBACK

HOMOPHOBIA IN SCHOOLS: The Q.A.E. and Project 10 address challenging topic

On November 13th, the Quebec Provincial Association of Teachers held its annual convention. As part of the convention, a one-day pre-conference was held to address the issue of homophobia in Quebec schools.

Bill Ryan, the well-respected keynote speaker and founder of Project 10 used both personal experiences and statistics to illustrate the importance of this topic and its relevance to all professionals working with children and youth. One recent study presented by Mr. Ryan involved 200 youths who identified themselves as being or thinking about being gay, lesbian, bi-sexual or trans-gendered. Out of the 200, 44% had attempted suicide and 75% have had suicidal ideations. It was made clear to the group of teachers and educators gathered for the conference that there is not a school or a group home where youth are not, at the very least questioning their sexual feelings or attractions toward someone of the same sex.

Shame, fear, lack of information and lack of role models were sighted as reasons that youth give for not being able to depend on the professionals around them at the time of their lives when they need them the most. Most importantly, it was shown that many professionals in the teaching and caring profession are ill equipped to help them address their feelings adequately. Being gay, lesbian, bisexual or trans-gendered is not an issue of activities or radicals, but an issue of everyone in society.

Mr. Ryan presented recommendations for agencies and school boards that include a hierarchy of action beginning with policy, education, prevention and response and urged everyone present to take a positive, active role in addressing the issue in their workplace.

Dianne LaBelle and Stephen Soloman, both teachers in the Montreal area and both openly lesbian and gay respectively, spoke eloquently about how they normalize their own sexuality with their students by showing family photos and referring to their sexuality in a positive manner. Stephen Soloman showed a video from the National Film Board entitled "Sticks and Stones", part of a series of videos produced by the NFB to be used as teaching tools. Diane LaBelle urged teachers and educators to take an active role in assuring their school boards and agencies are acting within the context of human rights with regard to staffing issues involving homophobia.

An example of the effects of homophobia on school children in Quebec was provided when three youth gave distressing testimony, which included verbal and physical violence, bullying and suicide attempts in the face of teachers, educators, nurses and social workers who ignored their cries for help. Those witnessing the testimony were left with the knowledge and awareness that this problem is very real and changes must be made to assure that children stop suffering.

To recall the words of Bill Ryan when referring to children and youth who are struggling with their sexual identity: "The majority are unidentifiable and do not identify themselves. They include youth from all social classes, cultural groups and all religions".

It is through dialogue and events such as this, that zero tolerance policies toward homophobia will be adopted and practiced in every child friendly environment whether it be a classroom, group home, community centre or anywhere where youth are gathered. And that all professional working with children will step up to the plate when a child in their care is questioning whether they might be gay, lesbian, bi-sexual or trans-gendered

EDUCATION & TRAINING CORNER



<p>THROUGH THE EYES OF A CHILD: How to solicit his/her cooperation during medical treatment</p> <p><i>March 31, 2004</i> Shriners Hospital for Children 1529 Cedar Avenue Montreal</p> <p>For info: Nathalie Delude@ (514) 282-7207</p> <p>Speaker: Carole Turcotte, Coordinator, Department of Adolescent and Child Life Development.</p>	<p>LA PRÉVENTION, PLUS QUE JAMAIS! Colloque en santé et en sécurité du travail – Secteur de la santé et des services sociaux</p> <p><i>Le 20 et 21 avril 2004</i> Au Centre des congrès de Québec</p> <p>Pour information : www.asstsas.qc.ca Tel: (514) 253-6871 ou 1-800-361-4528</p>
<p>COLLOQUE SUR LA RÉUSSITE ÉDUCATIVE</p> <p><i>Le 27 et 28 avril 2004</i> Hôtel Bonaventure Montréal</p> <p>Le programme et s'inscrire sur le site web du CTREQ au www.ctreq.qc.ca</p>	<p>PROTECTION DE LA JEUNESSE : AU CROISEMENT DES PRATIQUES ET DES SAVOIRS</p> <p><i>Le 29 et 30 avril 2004</i> Centre Mont-Royal Montréal</p> <p>Pour information : www.protectionjeunesse.com</p> <p>Profitant du 25^e anniversaire de la Loi sur la protection de la jeunesse, le centre jeunesse de Québec – Institut universitaire et le Centre jeunesse de Montréal.</p>
<p>“A COMMUNITY OF LEARNERS”</p> <p><i>May 5, 6 & 7, 2004</i> New Brunswick</p> <p>For more info: M.Sullivan@gnb.ca</p> <p>The Child and Youth Care Association of New Brunswick and NBCC – Miramichi are pleased to present “A Community of Learners” The Second Annual Child and Youth Care Conference. The second</p>	<p>13th INTERNATIONAL CHILD AND YOUTH CARE CONFERENCE, It's the Journey, not the destination</p> <p><i>October 13, 14 & 15, 2004</i> Calgary</p> <p>For more info: www.garthgoodwin.info/C4Main.htm</p> <p>Dr. Martin Brokenleg will be the featured Keynote Speaker at a full day session at this, the 13 National child and Youth Care</p>

provincial Child and Youth Care Conference will build on our first conference.

Conference. The Call for Presentations is now open and youth are also encouraged to submit proposals. The host, the Child and Youth Care Association of Alberta, intends to show all who attend a warm, western welcome.

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EDUCATION & TRAINING CORNER



ONTARIO ASSOCIATION OF CHILDREN'S AID SOCIETIES (OACAS) 2004 Conference

May 30 – June 2, 2004
International Plaza Hotel, Toronto, Ontario
For more info:
www.oacas.org/conference/registration.htm
To make hotel reservations, please call
1-800-668-3656

EIRCAN 2005 VOICES AND VISIONS IN CHILD AND YOUTH CARE, An International Conference where voices and visions are shared

October 2005
Galway, Ireland

COMMUNITY AND IDENTITY, Strengthening family and cultural connections of Inuit and Native children/youth in care

June 4, 2004
Montreal
For more info: M. Butler @ tel: (514) 412-4435
fax: (514) 939-4043

e-mail: Margaret.butler@muhc.mcgill.ca

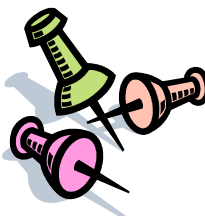
THE NEXT INTERNATIONAL CHILD AND YOUTH CARE CONFERENCE

2006
Montreal

Hosted by: Association of Child and Youth Care
Practice (ACYCP)
Council of Canadian Child and Youth Care Associations
(CCCYCA)
Association des Centres Jeunesse du Québec (ACJQ)
Quebec Association of Educators (QAE)

FICE INTERNATIONAL CONGRESS Creating a place for children

September 8 – 10, 2004
Glasgow, Scotland
The organizers are Meeting Makers who can be
contacted at Vicki@meetingmakers.co.uk



**SEE PAGE...16 FOR
UPCOMING Q.A.E. MEETINGS IN 2004**

MEMBERSHIP CORNER



CELEBRATING THE WORK OF EDUCATORS

EDUCATORS

Making a difference

In the lives of children, youth,
adults and families

*Educators at times are also referred
to as child and youth care workers,
child care workers, youth workers,
child/youth counselors*

ÉDUCATEURS ÉDUCATRICES

Faire une différence

Dans la vie des enfants, jeunes,
adultes et familles

WELCOME TO OUR RECENT NEW MEMBERS

EDUCATORS

<i>Hermina Antoine</i>	<i>Batshaw Youth and Family Centres</i>
<i>Lisa-Adalgisa Davis</i>	<i>Student (Vanier –SCC)</i>
<i>David James Douulton.</i>	<i>Batshaw Youth and Family Centres</i>
<i>Maudlyn Eliesen</i>	<i>Batshaw Youth and Family Centres</i>
<i>Sonia Galluccio.</i>	<i>Batshaw Youth and Family Centres</i>
<i>Angela Gugliotti</i>	<i>Shriners Hospital</i>
<i>Melissa Ingram</i>	<i>Lester B. Pearson School Board</i>
<i>Normand Kerr</i>	<i>Batshaw Youth and Family Centres</i>
<i>Jennifer Largan</i>	<i>Student (Vanier College)</i>
<i>Andrew Middleton</i>	<i>Amcal, Bartimaeus</i>
<i>Keith Noel</i>	<i>Batshaw Youth and Family Centres</i>
<i>Kimberlee Parker</i>	<i>Batshaw Youth and Family Centres</i>
<i>Marie-Eve Pinard</i>	<i>Student (McGill)</i>
<i>Sherri Rosenbloom</i>	<i>Autism Consultant</i>
<i>Andy Simon</i>	<i>Batshaw Youth and Family Centres</i>
<i>Elaine Stang</i>	<i>Teen Haven</i>

OTHER PROFESSIONALS WHO ARE Q.A.E. MEMBERS

<i>Varda Mann-Feder</i>	<i>Wayne Adams</i>
<i>Sherwin Laptiste</i>	<i>Nick Paré</i>
<i>Fred Anderson</i>	<i>David Brown</i>
<i>Kees Maas</i>	<i>Edward Potter Mäl</i>
<i>Patrick Gallagher</i>	<i>Julia Paré</i>
<i>Claude Laurendeau</i>	<i>Robert Calame</i>
<i>Alan MacFarlane</i>	<i>Christine Jagiello</i>
<i>Karen Goodhand</i>	<i>Terry Peters</i>
<i>Janice Clarini</i>	<i>Tony Maciocia</i>

NOTE: SEE MEMBERSHIP APPLICATION FORM ON PAGE...19

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ASSOCIATION DES ÉDUCATEURS ET DES ÉDUCATRICES DU QUÉBEC
QUEBEC ASSOCIATION OF EDUCATORS



EDUCATOR AWARDS
EXCELLENCE IN PRACTICE AND COMMITMENT TO THE FIELD

Introduction

In an effort to recognize the Educators valuable contribution to their practice and to their profession, the Q.A.E. has established an Annual Awards Program. There will be three categories of awards every year:

- ♦ **Student award**, will be directed to a student who is in their graduating year and is demonstrating good academic, outstanding stage placement and who has received a strong letter of recommendation from their school and stage placement setting.
- ♦ **Educator award**, is designated to practicing “Educators” in the field. The educator in this category must demonstrate overall commitment to their professional development and the profession. This includes all educators working across the “Life Span”.
- ♦ **Field award**, is designated to someone who is continuing to make a significant contribution to the field and is supportive of the Q.A.E. objectives.
- ♦
- ♦ **Frequency:** Yearly awards will be presented at an Annual Public Event of the Q.A.E., i.e., **Working Together Conference, Annual meeting, etc...**

AWARDS INCLUDE

- **Student Award:** Plaque + complimentary membership for one year + \$125.00.
- **Educator Award:** (2 awards) Plaque + \$150.00. (With possibility of matching employer contribution)
- **Field Award:** Plaque

General Criteria:

1. All nominees **MUST** be members in good standing with the Q.A.E.
2. Nominees must have demonstrated a commitment to the field (pursuit for professional growth, years of practice, etc...).
3. Nominations should include Nominee’s name, organization affiliated with, address of organization, nominees phone number and address (see form enclosed).
4. A short narrative must be submitted that describes why the nominee should be considered for the award. What are the attributes and competencies that make this person excel in their practice, etc...
5. Members of the Q.A.E. Executive and the Selection Committee are not eligible for the above awards.
6. Nominees will be reviewed on the basis of their contribution to the field. A “Blind-Review” process will be conducted.

Selection Committee:

Chair of Education and Training
President of Q.A.E. (ex-officio)

One representative from academia
One employer representative
One representative from the community (i.e., Client advocacy group, etc...)

MAILING ADDRESS: Q.A.E. C/O TONY MACIOCIA, 6 WEREDALE PARK, WESTMOUNT, QUEBEC, H3Z 1Y6
For more information call Tony at 489-3985 or e-mail Tony_Maciocia@ssss.gouv.qc

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ASSOCIATION DES ÉDUCATEURS ET DES ÉDUCATRICES DU QUÉBEC
QUEBEC ASSOCIATION OF EDUCATORS



EDUCATOR AWARDS
EXCELLENCE IN PRACTICE AND COMMITMENT TO THE FIELD

NOMINEE FORM
Q.A.E. AWARDS PROGRAM

DATE: _____

NAME OF PERSON NOMINATING: _____

ORGANIZATION/AFFILIATION: _____

ADDRESS: _____

TELEPHONE: (WORK) _____
(HOME) _____

AWARD CATEGORY (*Select one category*)

☐ **STUDENT**

☐ **EDUCATOR**

☐ **FIELD**

NAME OF PERSON BEING NOMINATED: _____

YEARS IN THE FIELD: _____

NUMBER OF YEARS WITH THE QUEBEC ASSOCIATION OF EDUCATORS: _____

Provide a description why this person is being nominated. Identify how the nominee has demonstrated their commitment to their practice. Please note that your description should be between 150 to 200 words, typed, double spaced and attached to this form.

Other relevant information to support nomination, e.g.: specific projects, initiatives, achievements, etc...).

PROPOSED BY: _____
(Signature) (Telephone number)

Note: Remember, the nominee must be a member of the Q.A.E. at least 30 days prior to the deadline at the time of submitting this form.

Please submit prior to March 31, 2004 at 5:00 p.m. to the

Q.A.E., c/o Tony Maciocia,
6 Weredale Park
Wesmount, Quebec H3Z 1Y6
or fax to: (514) 489-3639
e-mail: Tony_Maciocia@ssss.gouv.qc

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ASSOCIATION DES ÉDUCATEURS ET DES ÉDUCATRICES DU QUÉBEC
QUEBEC ASSOCIATION OF EDUCATORS



NEW ELECTED BOARD MEMBERS FOR 2004

PHILIP ALLEYNE, President

EASTLYN FLEMMING, Vice President

SANDY PARKES, Treasurer

MELISSA INGRAM, Secretary

DR. VARDA MANN-FEDER, Board Member

LAVINE MCINTYRE, Board Member

SHERWIN LAPTISTE, Board Member

SAM BARILE, Board Member

TONY MACIOCIA, Executive Director



SCHEDULE OF UPCOMING Q.A.E. MEETINGS

FEBRUARY



MAY



MARCH



JUNE



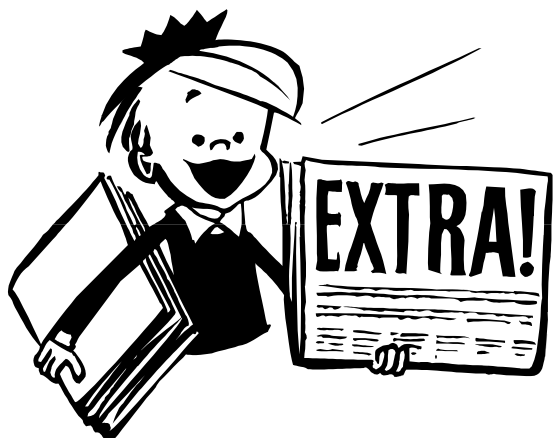
DEFINING CHILD AND YOUTH CARE

Professional Child and Youth Care practice focuses on the infant, child, and adolescent, both normal and with special needs, within the context of the family, the community and the life span. The developmental-ecological perspective emphasizes the interaction between persons and the physical and social environments, including cultural and political settings.

Professional practitioners promote the optimal development of children, youth and their families in a variety of settings, such as early care and education, community-based child and youth development programs, parent education and family support, school based programs, community mental health, group homes, residential centres, rehabilitation programs, pediatric health care and juvenile programs.

Child and Youth Care practice includes skills in assessing client and program needs, designing and implementing programs and planned environments, integrating developmental, preventive and therapeutic requirements into the life space, contributing to the development of knowledge and practice, and participating in systems interventions through direct care, supervision, administration, teaching, consultation and advocacy.

NOTE: For the purpose of the Quebec reality, “Educators” cover all work done in the life span.



The Residential Services of Batshaw Youth and Family Centres
is looking for a few good men and women
to work as recall educators
in our closed and open unites as well as
community programs for youth and children.

If you are willing to contribute to the growth and development
of young people; if you have an engaging personality;
if you wish to work in a stimulating and dynamic environment...
then you will send your CV to:

Erika Murray
5 Weredale Park
Westmount, Quebec
H3Z 1Y5
or fax @ 514 989-1895

WE ARE LOOKING FORWARD TO HEARING FROM YOU

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MEMBERSHIP RECRUITMENT

If you are in the field of child/youth care or life span care, as an Educator, Supervisor, Researcher, Trainer, Director, Administrator, then you need to join the growing numbers of professionals that are promoting the field of child and youth/life-span care.

Joining the Q.A.E. is one concrete way to demonstrate your commitment towards the further development and promotion of Educators and their profession.

There are three categories of membership (full members, associate and student membership)

You can get applications to join the Q.A.E. by approaching the following people or selected locations:

BATSHAW RECEPTION DESKS AT:

Dorval (514) 636-0910
Prévost (514) 932-7722
6 Weredale (514) 932-7161

Vanier College: Janice Clarini (514) 744-7629
Concordia University: Dr. Varda Mann-Feder (514) 848-2266
Teen Haven: Clement Walker (514) 769-5050
Douglas Hospital: Eastlyn Flemming (514) 761-6131 (Lyall Pavilion)

You can also ask any of the Q.A.E. Board Members listed in the front of the Newsletter

Also: go to www.cyccanada.ca

Any other enquiries can also be directed to:
gaeinfo@sympatico.ca

JOIN THE ASSOCIATION MEMBERSHIP APPLICATION

NAME: _____

ADDRESS OF CORRESPONDENCE

CITY: _____

PROV: _____ POS. CODE _____

TEL(H): _____ TEL(W): _____

e-mail: _____

PLACE OF WORK: _____

POSITION: _____ SINCE _____

EDUCATION:
CEGEP 19____ TO 19____

CONCENTRATION _____

UNIVERSITY (SPECIFY) _____

MEMBERSHIP CATEGORIES

- ☐ FULL: \$45.00 CHEQUE
- ☐ OR \$1.73/PAYROLL DEDUCTIONS
- ☐ STUDENT \$30.00 (two year rate)
- ☐ ASSOCIATE \$40.00 CHEQUE
- ☐ ORGANIZATION \$250.00

(Receipts are issued annually for tax deductions)
(payroll deductions are on T4 slips)

AUTHORIZATION FOR PAY DEDUCTIONS (WHERE APPLICABLE)

I hereby authorize the payroll to deduct the indicated amount from my paycheck. I realize that I will have to cancel this agreement when I want to cancel my membership in the association.

SIGNATURE

Forward to :

Quebec Association of Educators
6 Weredale Park
Montreal (Westmount), Quebec
H3Z 1Y6
e-mail: gaeinfo@sympatico.ca

