The mission of the Seventh-day Adventist Church is to communicate to all people the everlasting gospel of God’s love in the context of the three angels’ messages of Revelation 14:6-12.

We pursue this mission under the guidance of the Holy Spirit through preaching, teaching and healing. Early childhood professionals working within Adventist centers have chosen to be a member of the teaching ministry of the Seventh-day Adventist Church. As such, we have the opportunity to touch the lives of young children and their families.

In recent years, early childhood education, brain development and custodial care environments have become the subject of hundreds of research studies. Increased awareness and knowledge have resulted in changing demographics and best practices within early childhood programs. Local, state and national education reform efforts are placing greater emphasis on the academic preparation of both children and professionals. Consequently, the early childhood professional is finding it necessary to acquire specialized knowledge and training in this ever-expanding field.

Professional Achievement Recognition

The newly adopted Professional Achievement Recognition is the process whereby the academic and experiential professionalism of an individual is officially recognized by the Pacific Union Conference Office of Education (PUCOE) Early Childhood Education and Care Division (ECEC Division). There are eight (8) levels within the Professional Achievement Recognition Matrix. Each level has defined educational requirements, experience requirements, renewal expectations, alternative qualifications and supervision authorizations. The multi-leveled certificate indicates the individual has completed the qualifying expectations for professional recognition.

The purpose of Professional Achievement Recognition is to certify and acknowledge the efforts and attainments of the early childhood professional who is continually learning and growing within their area of expertise. The intent of the Professional Achievement Recognition process is to honor such professionalism.

Earning and maintaining professional achievement is one of the indicators of being a professional educator. Professional achievement recognition identifies each teacher and administrator with a distinguished and select group of people to whom families entrust their young children. Each has a great responsibility to this trust and to continually grow in knowledge, skills and relationship with Christ.

A Professional Achievement Recognition manual has been written and developed to help early childhood professionals working within Adventist programs to accomplish their professional development goals.

In the next few weeks, the local conference office of education early childhood liaison will be contacting each center director for a list of employee names. This will allow for each teacher to receive a personal invitation to apply for Professional Achievement Recognition.

After so many years of dedicated service, it is our hope that the process of Professional Achievement Recognition will be a welcomed blessing to each teacher and administrator to honor the professionalism of early childhood educators.

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Early Childhood Education and Care
Pacific Union Conf. Office of Education
P. O. Box 5005
Westlake Village, CA 91359
(805) 413-7344 / Fax: (805) 413-7319
National Child Care Systems (NCCS) has offered services to the child care industry since 1979. The Dozier family, Gwen, Liezal and Michelle are all Seventh-day Adventists and the founders of the company.

National Child Care Systems has developed an outstanding training program for all child care providers that can be used for clock hour training, certification, re-certification, and in-service training.

Schools can now access all clock hour courses required for teacher certification by simply reviewing courses on a CD-Rom. The 16 courses available are:

- Childhood Illness, Choking and First Aid Overview
- Playground and Infant Safety
- Infectious Disease, Safety & Hygiene
- Injury Control
- Abuse: Elements & Indicators
- Abuse: Disclosure & Impact
- Child Development, The Early Years
- Teaching Math to Preschoolers
- Teaching Art to Preschoolers
- Understanding Infants & Toddlers
- Classroom Organization & Lesson Planning
- Discipline, What It Is and What It Isn’t
- Team Building
- Stress & Burnout
- Keeping Toddlers & Twos Busy
- Understanding Prejudice

NCCS provides 1 clock hour for each course taken for a total of 16 clock hours of training. In addition, continuing education units are also available upon request.

Child care providers have found this program to be one of the most convenient, flexible and affordable ever presented.

Clients of NCCS have made note of the numerous advantages to this distance learning program. The first is self-paced training. Each teacher can review the program at their own pace and review courses as necessary prior to submitting the course test for credit.

Secondly, schools have also reported the advantages of standardization. Directors and owners are always aware of the type of training each teacher is receiving because they are all reviewing the same program. This is particularly useful for multi-site facilities.

Thirdly, a CD-Rom eliminates the need for various consultants to be scheduled. The disc is available at any time. It eliminates the cost of having to guarantee a certain number of participants for consultants who come on-site. Training can take place at their own facilities at any convenient time during the day.

Fourth, and most important, the program is very affordable!

**PRICING**

All Adventist schools receive a discount by simply stating that they are church operated facilities.

The normal fee for the Basic Center Package is $79. Adventist schools pay only $39!

The Basic Center Package includes the National Child Care Systems CD-Rom, and 1 set of master testing sheets for duplication. This CD-Rom is then owned by the school and can be used throughout the year for new hires or flexible scheduling. Additional CD-Rom’s are available for larger centers.

Each test submitted for each course is normally $12 per test. Adventist schools pay only $8 per test!
On March 21, 2008, part of the staff from Valley View Children’s Center traveled to San Francisco for the annual ECEC educator’s in-service.

The staff were greatly blessed by Kathleen Jefferson’s presentation on “special needs” children and what to watch for to make early intervention possible. The presentation provided a wealth of practical information and examples of methods, tools, and ideas for the classroom, especially for the sensory-sensitive child.

On the way home, the Valley View staff took an impromptu detour to IKEA. The only intent was for pleasure, but instead they ended up discovering a great sensory integration tool. Later, they would discover how valuable it was.

The item was a chair for children that spins and also has a cover they can enclose themselves with. (Ikea PS Lomsk, swivel armchair, $69.99)

The classroom teachers have observed the children using this chair, while watching for any safety issues. Only benefits were found.

Some children used it daily and regularly, while others used it only on occasion. The child who was challenged with the need for constant movement or the child who has difficulty focusing tended to use the chair more. They climb in and close the cover. You see a leg sticking out and then the spinning begins. Often, many of them will curl almost upside-down as they spin. The children emerge calmer with more ability to focus.

(The Spinning Chair, continued on p. 4)
**The Spinning Chair, cont’d**

Miss Anne observed and stated, “The spinning chair is a great place for some of the kids to transition into the classroom when they first get to school in the morning. After 5 minutes in the chair the shyer kids are ready to interact with friends.”

The child in the photo is the son of one of our teachers and he uses the chair regularly. He is in and out of the chair several times daily. In fact, it calms his activity level so much they bought one for home.

Kathleen shared the following information: “Sensory integration refers to the ability to process sensory input that bombards us everyday – light, sound, touch, temperature, movement. Some children’s nervous systems have a harder time processing and regulating sensory input and this can result in unexpected behaviors. Occupational therapists have discovered certain types of movement, pressure, and other specific activities can help children feel more regulated.”


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**Employment Opportunities**

Directors are needed in at least three centers within the Pacific Union. Please contact the Union office at christine@puonline.org or 805-413-7344 for more information.

Central California Conference is searching for new center directors. Interested individuals should contact early childhood liaison Robin Aaron at: 650-967-2783 or email: robinaaron22@comcast.net.

In Northern California, Pleasant Hill Discoveryland is looking for a full-time teacher. Contact Geri Davis at 925-935-3520 or email: TheoGeri@ComCast.net and discoveryland77@sbcglobal.net.

In Hilo, Hawaii, the Mauna Loa School is looking for a teaching director. Contact Teryl Loeffler at loefflert@hawaiiconf.com.

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**2008 Dates to Remember . . .**

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<td>Closing Reports due to Union ECEC Division office</td>
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<tr>
<td>Aug. 18</td>
<td>Southern California Conference ECEC Teacher In-Service</td>
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<tr>
<td>Sept. 30</td>
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<td>Oct. 16</td>
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<td>Nov. 5-8</td>
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<td>Dec. 3-4</td>
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**Dates to Remember...**

July thru December 2008