

eccdc

esteem

8th Edition

Professional Learning Customized for Your Team –
Innovative Opportunities Offered In Person or Virtually

What's inside?

Professional learning opportunities related to optimizing child development, health and well-being, professionalism and organizational performance which align with Ontario's Early Learning Frameworks and link to the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*. These sessions can be customized and delivered directly to your staff team -- and at your location, or by webinar!



Inspiring excellence in early learning and child care

About Us

The Early Childhood Community Development Centre (ECCDC) is a charitable organization inspiring excellence in early learning and child care through thought leadership, cutting edge training, innovative resources and coaching services highlighting best practices and emerging trends. In the more than 30 years since its creation by local volunteers, the ECCDC has become Canada’s leading early learning training, resource and referral organization. We offer approximately 150 various professional learning opportunities per year in Niagara and across the Province, reaching thousands of early learning professionals annually.

Customized Professional Learning Opportunities for Early Learning Teams

The ECCDC offers a range of training sessions which are developed to meet the specific needs of educators working in a range of services, including: licensed child care centres, kindergarten and grade one classrooms, school age and recreational programs, family support programs, and other related children’s services agencies. Typically these sessions provide suggestions for designing innovative early learning environments, curriculum planning and pedagogy strategies, and engaging families in authentic ways. Each workshop also offers recommendations for enhancing teacher and child interactions, relationship building, and ideas for using the many resources available to purchase through the ECCDC’s E-Store. All of our professional learning opportunities align with *Ontario’s Early Learning Frameworks*, *The Child Care and Early Years Act, 2014*, and the College of Early Childhood Educators’ *Code of Ethics and Standards of Practice*. They may incorporate natural materials, loose parts, and provocation for learning kits and all offer opportunities for reflection and discussion, along with hands-on experiences. We’re happy to accommodate your time requirements by visiting in the evenings, weekends, or throughout the week.

Coaching and Mentoring Services

Besides offering customized training, the ECCDC may support your program through on site coaching and mentoring services. The mentoring visits offer guidance and support related to: naturalizing indoor and outdoor spaces, early learning room layout and design, or purchasing innovative resources, furniture and equipment. Additionally, our Coaching and Mentoring Team are equipped to offer strategies for providing invitations to play, support in developing an inquiry-based approach, aligning curriculum planning with Ontario’s Early Years frameworks, enhancing adult/child interactions, effective reflective practice strategies, moving from scheduling activities to facilitating a sequence of events, and much more. We are happy to have a conversation to discuss your Team’s specific focus.



The goal of early childhood education should be to activate the child’s own natural desire to learn.

~ Maria Montessori



FAQs & Inquiries

I'm looking for specific training, and it's not in **Esteem Customized**. Can you help me?

Absolutely. The ECCDC Coaching and Mentoring Services Team welcomes the opportunity to customize new sessions or adapt previously developed ones to meet your professional learning needs.

How much does it cost for your professional learning sessions to be delivered at my location?

The cost depends on the size of your group, travel expenses and the materials used. Please call or email us for a quote; we are happy to work within your budget.

Who do I contact for a quote?

Please contact Lorrey Ariel Bonilla at 905.646.7311 ext. 321 or larial@eccdc.org.

What's included in the cost of the training?

The cost of the training is inclusive of the Coaching & Mentoring Services Team Member's time, travel, and materials like handouts and certificates of completion.

Can you offer sessions during the evening or on weekends?

Our Coaching & Mentoring Services Team can accommodate evenings and Saturdays, as well as weekday sessions.



Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul.

~ Fredrich Froebel

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Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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Moving from Theory to Practice Professional Learning Institute: Implementing Ontario's Early Learning Frameworks into Daily Practice

Are you looking to reflect, reconsider, and research with your team to discover a revitalized practice that aligns with *How Does Learning Happen?*

Do you want to build a culture-based approach that strengthens your values as a team? Are you and your educators trying to make sense of the ever-evolving landscape of early learning and child care within Ontario? If you are, this whole-team, pedagogical, reflective approach has been designed for you! The eight-part training series is designed to enable teams to build their own community of practice based upon intentionality, reflection, values, authenticity, and deep relationships. It also offers flexible delivery customized to meet the needs of your organization; over evenings

and/or full days. Teams will be grouped together within a reflective practice circle to engage in conversation and hands-on experiences together throughout the sessions.



Session One: Exploring the Importance of Ethics and Professionalism

Team Members will have an opportunity to explore their responsibilities and obligations in ensuring that professional standards and ethics are practiced continually with all staff, families, children, and community colleagues. The specific areas of topic for this session are the following: an overview of the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*, Case Study Examples to Apply *Code of Ethics and Standards of Practice*, Professional Boundaries and Dual Relationships, Social Media Considerations, Respectful Relationships with Children, Families and Colleagues, and Strategies for Enhancing Your Organization's Image Onsite and Offsite.

Session Two: Effective, Respectful and Effective Communication Strategies

Team members will have an opportunity to engage in conversation, reflect critically and learn new strategies related to effective communication with children, families, and colleagues. The specific areas of topic for this session are the following: strategies for communicating effectively with sensitivity, tact, and professionalism; developing respectful, reciprocal, and positive relationships with families; ensuring communications with children that positively support their explorations; Sharing Sensitive News Hanen Training Components; and building open, transparent, and respectful communication techniques amongst team members.



Session Three: Setting the Framework of Planning through *How Does Learning Happen?*

This training module will provide Team Members with an opportunity to further explore *How Does Learning Happen? Ontario's Pedagogy for the Early Years* to gain strategies for aligning the four foundations and fundamental beliefs into daily practice. Through group discussion, participants will explore ideas for weaving the foundations of belonging, well-being, engagement, and expression into the experiences they design for children and their families. Additionally, Team members will consider their view of children, families, their community, and themselves as educators and how all work together to support a continuum of learning for the children in their centre.

Session Four: Strengthening Relationships through Authentic Family Engagement

Within this training module, Staff Teams will consider how their own values as educators help shape their beliefs, practices, and the way they welcome children and families. Team members will explore the differences between parent involvement and parent engagement and will offer strategies for helping families become a trusted and valued partner in their children's learning. Jean Clinton's article, *The Power of Positive Adult Child Relationships: Connection is the Key* from *Think, Feel Act* and the accompanying video from the Ministry of Education's website will be previewed and a variety of reflective questions will be considered within small group conversation.

Session Five: Rethinking Early Learning Environments

Session five will provide an opportunity for Team Members to consider ways to ensure their early learning environments are inclusive, welcoming, and include a variety of natural materials to nurture children's curiosity and wonder. Team members will preview Karyn Callaghan's article *The Environment is a Teacher* from *Think, Feel Act*, will watch the accompanying video from the Ministry of Education's website, and will consider a variety of reflective questions regarding their own environments. Additionally, the ECCDC facilitators will offer suggestions for designing innovative spaces and will assist teams in assessing their current space and creating an action plan to make desired changes. The focus will be on reassessing indoor spaces, although practical suggestions regarding rethinking outdoor spaces will also be shared.

Session Six: Moving from Themes to Emergent Practice

Team members will have an opportunity to reflect and engage in discussion regarding their current program planning and how it reflects an inquiry based emergent practice approach. Small group discussion and hands-on activities will help participants explore options of transitioning their current planning to incorporate children's interests while meeting children's developmental needs and ensuring intentionality with planning. The session will support members in developing a plan of action that may be implemented over time.

Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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Session Seven: Strategies for Observing and Documenting Children's Play

Team Members will review and discuss Dr. Carol Anne Wien's article *Making Learning Visible through Pedagogical Documentation* within *Think, Feel, Act* and the accompanying video and will consider a variety of reflective questions through a photo study. The session will also provide an opportunity for small groups to use Dr. Wien's Attentiveness Protocol while engaging in an interactive art experience of observing and documenting one another. An introduction to using A Thinking Lens for Inquiry and Reflection developed through Harvest Resources when observing and documenting children's play will be shared.

Additionally, information will be offered relating to designing learning stories and participants will have an opportunity to practice writing their own learning story.



Session Eight: Building a Culture of Reflective Practice

The final session will see Team members discussing the ways in which they would like to work with one another, with children, and with families to promote and inspire an ongoing culture of reflective practice which includes considering various points of view, critical thinking, and questioning and reconsidering options. Teams will consider how leadership may emerge at various levels, various possibilities of planning collaboratively, communicating with openness and trust, and the practice of listening, reflecting, and reconsidering. A variety of resources and tools to prompt reflective practice will be highlighted.

Moving from Theory to Practice Professional Learning Institute: Implementing Ontario's Early Learning Frameworks into Daily Practice for EarlyON Teams

Session One: Ethics, Professionalism, and Communication

Participants will explore the following concepts: weaving ethics and professionalism into practice with the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*; developing respectful and effective communication strategies with children, families, and colleagues; and considerations for designing inclusive and diverse spaces and practices that are welcoming for all children, families, and caregivers.

Session Two: Planning through the Lens of *How Does Learning Happen?*

This session will offer opportunity for participants to explore pedagogy and planning through the lens of *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the principles of a Reggio Emilia inspired emergent curriculum. This session will inspire conversation related to strengthening relationships through authentic family engagement strategies and planning from a values, strength, and asset-based approach.

Session Three: What does *How Does Learning Happen?* look like with Families?

A foundational principle of *How Does Learning Happen? Ontario's Pedagogy for the Early Years* is that children thrive in early years programs where families and caregivers are valued as active participants in their children's learning. The session will offer opportunities for Educators and families and caregivers to highlight and share in children's learning, utilizing a side-by-side, in the moment approach.



Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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Session Four: Exploring Reflective Practices

This session will give educators an opportunity to reflect on how they currently observe and document children's learning and how they can build on this to move towards a pedagogical approach to documenting children's thinking and learning. Participants will gain a variety of strategies to support them with this change in practice to become inspired to interpret children's thinking and learning in different ways with families and caregivers.

Session Five: Making Children's Learning Visible

Educators can become co-learners with children and families and caregivers through valuing children's experiences and children's and families' and caregivers' perspectives. *How Does Learning Happen? Ontario's Pedagogy for the Early Years* is encouraging educators to move beyond simply providing activities for children. We are being asked to think deeply about the context and meaning behind children's and families' and caregivers' experiences; thinking and learning in a more complex way. So how can Educators make children's learning visible with families and caregivers? How can pedagogical documentation support this shift and highlight the intentionality?

Session Six: Documentation Panels and Learning Stories

Documentation panels can support educators to move away from simply displaying children's work decoratively to using documentation panels and learning stories as a means of documentation to support a deeper understanding of children's learning. This session also offers opportunity for conversations related to how learning stories can be an effective tool to help bring meaning to children's thinking as well as a valuable way to engage families and caregivers further in their children's learning.

Session Seven: Supporting Risk and Challenge

How can we provide opportunities for risk and challenge to a wide age range of ages and abilities while being mindful of the health, safety, and well-being of children? Educators will have an opportunity to explore ideas and experiences to support the implementation of appropriate risk within their programs and how to engage families and caregivers with this process.

Session Eight: Empowering Parents as Partners in Their Children's Play

Play - what is it? What do children learn through play? What is involved in play? Structured vs. unstructured. So many theories and ideas are floating around about play and its role in children's lives. Play is a right of every child, and all children need time and space for free play every day. What does that look like in our EarlyON programs? How do we engage parents in the conversation about the intentionality behind play? We will have an opportunity to engage in conversation and reflect on different theories as well as messaging through our documentation with families.

How Does Learning Happen in a Home Based Setting?

A Series for Home Child Care Professionals

Are you an educator caring for children in a home child care setting? If so, this professional learning series is for you. The series is underpinned by *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, and has been designed with Home Child Care Professionals in mind.

Part 1: Environments in A Home Child Care Setting

The environment is the third educator has become part of early learning and child care practice in recent years. During this thought-provoking workshop, participants will consider how to provide environments in a home-based child care setting which spark curiosity and wonder in children and support inquiry-based learning, while reflecting the view that children are curious, competent, and capable. There will also be opportunities to explore ways to support children to take developmentally appropriate risks that maximize learning.

Part 2: Thinking Beyond Theme Based Program Planning in Your Home Child Care Program

This interactive workshop is designed to provide home child care practitioners with an opportunity to explore the differences between theme- and play-based curriculum planning, discuss the strengths and challenges of their current program planning strategies, and develop new strategies for bridging the gap between traditional and progressive curriculum models for home child care programs. Participants will be introduced to *A Thinking Lens for Reflection and Inquiry*® as a tool to support an emergent approach to programming. The session will also offer suggestions for planning for children's multiple interests through the lens of a child-led, co-learning approach.

Part 3: Invitations to Play in a Home Child Care Setting

Are you trying to get to grips with taking the interests of children and linking them to provocations for learning and invitations to play? This interactive workshop will consider the role of schema play and offering experiences that cater to all the senses. Participants will be introduced to the concept of *Messing About*, which was developed by David and Frances Hawkins, and explore how it supports educators to provide meaningful, developmentally appropriate experiences for children of all ages. There will be an opportunity for participants to set up an invitation to play utilizing 'The Attentiveness Protocol' after which participants will be able to *Mess About* with their invitation to play.

Part 4: Observing and Documenting Children's Learning

As educators we are being encouraged to move away from simply providing activities for children to do and to consider the context of their learning in a deeper way. This session will look at how we can make children's learning visible through the use of pedagogical documentation as a tool to highlight children's learning through their lived experiences, utilizing a co-learning approach with children, families, and fellow home child care providers. Participants will gain a variety of tools to aid them in their practice to interpret and make children's learning visible.

Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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What's Your Story?

Enhancing our Observation and Documentation Skills through the lens of *How Does Learning Happen?*

This session will offer educators a chance to document their journey to share with children, families, and colleagues. Participants will have an opportunity to share their stories, reflect on their journey and investigate tools and resources to support their observation and documentation skills. What's Your Story links to the Four Foundations of *How Does Learning Happen?* As educators we are asked to observe and document the lives of the children we work with; however, in our current situation how can we document our story to share with the children and families we work with? Why did you choose this profession? What drives you every day? We will look at our observation skills and how we can further enhance them. We'll also consider what we document, how do we get our message across, and what is the story we want to tell. For the session we would ask each participant to collect some artifacts that tell their story, inspire memories, and offer some clues to who they are. We will also be exploring how we can implement these ideas into our everyday practice when we return to our centres. A resource listing will be provided to participants with tools and resources they might consider for their program as well as kits and resources available for loan or purchase from the ECCDC.





Re-Energizing Your Team by Returning to Our Roots of *How Does Learning Happen? Ontario's Pedagogy for the Early Years*

Session One: Returning to Our Roots of *How Does Learning Happen?*

How Does Learning Happen? Ontario's Pedagogy for the Early Years has been our framework in supporting and building relationships with young children and families since 2014. This workshop series presents an opportunity for educators to dig back into the four foundations of belonging, well-being, engagement, and expression in order to rethink, reimagine and realign these foundations within our pedagogy, environments, materials, and curriculum to further develop our early years programs.

Session Two: Constructive Disruption of our Early Learning Practices

Constructive disruption is the act of productively challenging inherited wisdom or structures. It supports innovation by opening the space to replace what we have with what we might imagine. If we reflect upon our early learning practices following the pandemic, what might we challenge, innovate, or replace within our daily practice? The session will offer the opportunity to respectfully engage in conversation and consider ways in which we can step back in order to move forward in our practice.

Session Three: Future Pedagogical Possibilities

The future is full of endless pedagogical possibilities and where you might go is only limited by your energy. As we have moved through *How Does Learning Happen? Ontario's Pedagogy for the Early Years* we have explored the four foundations, environments, materials, curriculum while challenging our daily practices. During the session participants will have an opportunity to create a future path of possibilities for the children, centre, and themselves.

Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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Exploring the Impact of Transition Times in our Early Learning Environment

Transitions within our early learning environments can be moments of joy, chaos, learning, and stress. How do you see the impact of transitions within your early learning environment? In this session participants will have the opportunity to consider how creating meaningful and personalized routines for children can support the transformation of transitions from moments of challenge into opportunities for connection and relationship building. The session will offer reflection upon our intentionality and individualizing experiences, as well as tools and techniques that can be incorporated into your early learning environment to support the well-being of both the child and educator.



How Does Learning Happen? Ontario's Pedagogy for the Early Years for Non-Registered Early Childhood Educators

I'm not an RECE so what does *How Does Learning Happen? Ontario's Pedagogy for the Early Years* look like for me? *How Does Learning Happen?* is a pedagogical resource developed for early learning professionals that promotes a shared understanding of what children need and what can be done to help them grow and flourish. The early learning field is moving away from prescribed checklists of tasks to complete or a template for a "one-size-fits-all" approach which recognizes the uniqueness of programs, children, families, and educators. *How Does Learning Happen?* is meant to promote deeper reflection on how to create places and experiences where children, families, and educators explore, question, and learn together in quality early years programs. This session has been designed to introduce non RECEs to the ideas and theories within *How Does Learning Happen?* and offers opportunities for reflection, discussion, and exploration of the document. This session is suitable for child care assistants, students, resource consultants, home child care professionals and staff of recreational programs.

Taking Emergent Literacy Outdoors

Since 2014, *How Does Learning Happen? Ontario's Pedagogy for the Early Years* has been encouraging educators to move away from viewing outdoor spaces as places for children to blow off steam and towards seeing outdoor environments as places for discovery and learning. However, research indicates that outdoor experiences afforded to children tend to focus on physical activity, science, and math at the expense of emergent literacy. Although educators are very well-versed in facilitating child-centred, literacy rich indoor environments and they have embraced the move to outdoor



pedagogy, it would appear that emergent literacy has not made the move to the great outdoors. If you would like to gain strategies regarding enhancing the outdoor experiences that you offer children to support emergent literacy, then please join us for this interactive, knowledge sharing experience. The session will utilize an emergent literacy theoretical framework to support educators in their intentional planning of literacy experiences outdoors that are fun, motivating, and spark children's curiosity. This session will be facilitated outdoors and educators will have opportunities to Mess About with a variety of innovative experiences that they can offer to children.

Setting the Stage for Summer Fun and Learning

Set the stage for summer fun and learning to re-energize your programs with experiences that are engaging, suitable for multi-age groupings, link to the four foundations of *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and connect children to nature. Educators will have the opportunity to engage in conversations and discussions with fellow educators while exploring new ideas, experiences, materials, and resources that will enhance your summer curriculum.

Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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Re-examining *How Does Learning Happen?* Through a New Lens

As we move forward post-COVID and relinquish the restrictions that COVID-19 entailed, there has been a refocus on curriculum and pedagogy in early learning and child care programs. This 3-part series will give educators an opportunity to unpack how the six pedagogical approaches, outlined in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, can enable them in supporting the foundations of children's learning. Participants will have opportunities to reflect on their current practice, engage in conversations and co-construct ways to move their practice forward. This series will act as a starting point for educators to dig more deeply into the six pedagogical practices with additional resources being shared to further educators' journeys.

Session 1: Responsive Relationships and Learning Through Exploration, Play, and Inquiry

The first session in this series will focus on the pedagogy of 'responsive relationships' by looking at what responsive relationships with families and children are, and what they can look like within early learning and child care programs. The session will then go on to look at what 'learning through exploration, play and inquiry' is, ways educators implement this pedagogy within their practice, and how they can share this with families.

Session 2: Educators as Co-learners and the Environment as the Third Teacher

The second session in this series will concentrate on the pedagogy of 'educators as co-learners', what this means in practices, and will pay attention to how educators can co-learn with their colleagues and the children and families that they work with. The session will go on to consider the pedagogy of the 'environment as the third teacher'. What does this mean, what does it look like in practice, and the underpinning theories that support the pedagogy of the 'environment as the third teacher'.

Session 3: Pedagogical Documentation and Reflective Practice and Collaborative Inquiry

The third and final part in this series will spotlight the pedagogies of 'pedagogical documentation' and 'reflective practice and collaborative inquiry', and the relationships between the two pedagogies.



Igniting Curiosity: Implementing Inquiry-Based Learning in Early Childhood Education Series

Join us for an engaging and informative series designed to inspire curiosity and foster a love of learning in young children. "Igniting Curiosity" will explore the concept of inquiry-based learning, delve into various types of inquiry, and demonstrate practical strategies for implementing these approaches in your program. Learn how to set up provocations and invitations to play and understand the differences between these concepts. Don't miss this opportunity to equip yourself with the tools and techniques to create an inquiry-friendly environment that nurtures young minds. Register today and take the first step towards making learning an exciting adventure for children!

Series Objectives

- Participants will identify and differentiate between structured, guided, and open-ended inquiries, understanding the unique characteristics and benefits of each type.
- Participants will understand how to effectively set up provocations and invitations to play, understanding the differences between these approaches and how they can spark curiosity and exploration in young children.
- Participants will evaluate environments that encourage exploration, experimentation, and reflection, supporting the overall development of children's inquiry skills and nurturing their natural curiosity.

Session 1: Embracing Open-Ended Inquiry

In the first session of our three-part series on inquiry-based learning, we will explore the exciting and dynamic realm of **open-ended inquiry**. This approach empowers children to formulate their own questions and decide on the processes to find the answers, promoting a high level of autonomy and personalized learning. This session will provide you with the tools to facilitate open-ended inquiries that transform your program into a hub of exploration and discovery. Join us and take the first step in transforming your program with inquiry-based learning!



Session 2: Delving into Guided Inquiry

The second session of our series focuses on **guided inquiry**, where the educator presents a question, but children are given the freedom to determine the process for discovering the answer. This approach balances structure with children's autonomy, fostering deeper engagement and independent thinking. Through interactive activities and real-world examples, you'll gain insights into creating meaningful, child-led explorations that stimulate curiosity and creativity. Join us to learn how to seamlessly integrate guided inquiry into your practice!

Session 3: Exploring Structured Inquiry

In the final session of our series, we dive into the world of **structured inquiry**. This session will provide you with a comprehensive understanding of how to design and facilitate structured inquiry activities, where the educator provides both the question and the process for finding the answer. Don't miss this foundational session to complete your journey into inquiry-based learning!

Implementing Ontario's Early Learning Frameworks in Early Learning Settings - Incorporating *How Does Learning Happen?* in Your Program



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Building Relationships in School Age Programs Series

Building relationships and connections in school age programs matters. Relationships underpin the work of educators, and both Ontario's early years and middle years frameworks emphasize the importance of relationships, with research highlighting the beneficial impact that positive relationships have on children through their childhood and into adulthood. This 3-part series will explore how educators working in school age programs can develop supportive, trusting relationships with children and their families, and intentionally build strong, supportive relationships with the multiple partners they engage with.

Series Objectives

- Participants will identify how building and maintaining positive relationships within school age programs reflects Ontario's early learning and middle years frameworks.
- Participants will select and implement age appropriate and culturally responsive strategies to integrate within their school age programs, to create welcoming environments that support positive relationship building.
- Participants will uncover the unique challenges of developing relationships within school age programs and strategize how to overcome them.

Session 1: Supporting Relationships With and Between Children

The first session in this series will explore how *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, *Think Feel Act for the Middle Years*, *Gearing Up: A Strategic Framework to help Ontario Middle Years Children Thrive*, and *On My Way* frames relationships. The session will then go on to explore a variety of age-appropriate strategies that educators can utilize to support them in fostering warm, caring relationships with children attending out of school programs. The session will then look at how educators can facilitate experiences and environments that enable children to develop positive peer-to-peer relationships.

Session 2: Developing Relationships With Schools and Community Partners

The second session in this series will investigate a variety of approaches that school age programs can adopt to plan intentional connections with school administrators and staff, both formally and informally, to build mutually respectful, strong, trusting relationships that support children and families to feel a sense of continuity between school, program, and home. The session will then go on to consider how educators can build relationships with community organizations and individuals to connect their program and children with their local community.

Session 3: Facilitating Relationships With Families and Connection Between Families and Partner Organizations

During the third and final session in this series, educators will have an opportunity to consider the importance of developing supportive, reciprocal relationships with the families of children attending school age programs that are built on trust. The session will then dive into ways that school age educators can connect with the families by adopting authentic family engagement strategies and family-centred practices. Thought will be given to how educators can meet families where they are at in a culturally responsive way. Lastly, educators will contemplate ways in which they can facilitate the three-way sharing of information between families, school, and their afterschool program.



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Reconceptualizing Early Learning Materials and Environments Post Pandemic Series

As the restrictions of the past two and half years ease and we move out of Covid towards our 'new norm', educators will have an opportunity to reconceptualize their early learning materials and the environments and experiences offered to children. Educators will consider how to return to a focus on the curriculum, pedagogy, and best practices that were prominent pre-Covid19 in order to set new goals and aspirations to develop a pathway forward. Throughout this series tips, strategies, and resources will be shared to support educators to move 'back to the future'.

Session One: Curating New Learning Materials and Rethinking our Existing Materials

During the first session in the series educators will have opportunities to reflect on the materials that have been sidelined over the past few years, along with the new practices and materials adopted in more recent times and consider how they can mesh together in a new way of being. Dialogue and discussion will be prompted around how educators select, organize and maintain their collections of materials and artifacts to support children's open-ended exploration and self-directed play.

Session Two: Re-Imagining the Possibilities of Messing About

This session is a continuum from session one. In this workshop educators will spend time re-imagining the experiences they offer children by becoming experts in their own learning. By utilizing the lens of Messing About educators are able to "conceptualize, understand, observe, and interpret children's work as they explore materials" (Hawkins, 2002). The session will also look at how Messing About can be utilized to co-learn and co-construct with children, educators and families, and to guide adults and children's inquiry.

Session Three: Recognizing the Play Value and Setting the Design Stage

The third session in the series will consider how educators can design environments and experiences to support children's learning and development by following children's interests. Educators will explore how they can assess the play value of the materials and experiences they offer to the children they work with.

Session Four: Revisiting Documentation and Conversations with Children

The final session in this series will focus on how educators can use documentation as a vehicle to engage in conversations and collaborative decision-making with children about their play. Educators will also explore how they can use pedagogical documentation as a tool to analyse and interpret with the children what is being seen in children's play to support and extend children's learning.



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FLIP IT®: Supporting the Social and Emotional Development of Young Children and Reducing Their Instances of Challenging Behaviours

The ECCDC Team are trained facilitators in this unique program offered through the Deveraux Centre for Resilient Children. FLIP IT® is a strategy that offers a simple, kind, strength-based, common-sense, and effective four-step process to address children's day-to-day challenging behaviour. The four steps are embodied in the FLIP mnemonic which stands for F – Feelings, L – Limits, I – Inquiries and P – Prompts. FLIP IT® is nothing new but transforms best practice into a strategy that is easy to remember, applicable in a variety of challenging situations, and portable.



Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers

Rethinking Your Infant and Toddler Environment

This thought-provoking workshop will support educators in considering new ways of setting up stimulating and innovative environments for the youngest children in their care. Workshop attendees will discover the many and varied ways in which educators may design environments and materials to enhance the curiosity and wonder of infants and toddlers. Participants will gain strategies for facilitating open-ended experiences that will engage infants and toddlers and support them in taking appropriate risks to maximize learning and how this aligns with *How Does Learning Happen?* There will be an opportunity for attendees to explore and *Mess About* with the open-ended resources and unique materials.

Invitations to Play for Infants and Toddlers

How do you take the interests of infants and toddlers, and link them to 'provocations for learning' and 'invitations to play'? This interactive workshop will have participants considering the role of Schema Play and offering experiences that cater to all the senses. This session will take an in-depth look at the concept of *Messing About*, developed by David and Frances Hawkins, and explore how it supports educators to provide meaningful, developmentally appropriate experiences for infants and toddlers. This workshop will also consider the importance of trying out activities before offering them to children.

Treasure Baskets for Infants and Toddlers

Treasure Baskets and Heuristic Play affords infants and toddlers open-ended opportunities to explore the world around them through their senses and exploration of everyday objects. This hands-on, interactive workshop will explore the origins and the simplicity and sophistication of Treasure Baskets and Heuristic Play. Participants will investigate the sensory possibilities of Treasure Baskets and the discovery opportunities of Heuristic Play as well as develop a Treasure Basket using interesting everyday household items and items from nature, followed by an opportunity to *Mess About* with it.

Forts and Dens for Infants and Toddlers

Do you remember the great pleasure of building forts and dens when you were a child? This hands-on, practical workshop will look at how this concept can be adapted for infants and toddlers within an early learning and child care setting, the links to Schema Play, and the role of the educator within this process. Participants will consider a range of inexpensive resources and materials that can be utilized both indoors and outdoors to construct forts and dens.

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Outdoor Play for Infants and Toddlers

This session will consider how educators can look to provide cost-effective outdoor play experiences for the youngest children in their care. We will also explore how educators can enhance their existing outdoor environments by incorporating the four natural elements to support sensory rich experiences that will enhance play, promote exploration, and provide a sense of wonder for both mobile and nonmobile children. The session will also look at the role of schema play in outdoor environments and how to include experiences that reflect schema play. Participants will have opportunities to engage in meaningful discussions with fellow Educators and to go outside and explore materials to utilize with infants and toddlers in the great outdoors. Be prepared with clothing appropriate for the weather forecast and come play and explore with us outdoors.

Creative Art Experiences for Infants and Toddlers

During the session participants will have an opportunity to share and reflect on the current creative arts experiences that they offer to infants and toddlers, and how they can build on them. There will also be opportunities to consider how providing creative arts experiences set the foundations for future creativity and how this reflects the four foundations of *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Supporting Risk and Challenge for Infants and Toddlers

As Educators we are becoming more and more aware of the need for children to take healthy risks and the benefits that go with healthy risk-taking that challenges children. But what does this look like for infants and toddlers and how do we provide experiences that afford risk and challenge for younger children? In this session we will reflect on current practice and engage in thought-provoking conversations that may push your boundaries. The session will revisit the importance of children taking healthy risks and how we engage parents and colleagues in these conversations. Discussions will take place around practical ways that Educators can afford infants and toddlers opportunities to experience healthy risk and challenge.



Children's Voices

Do children have a voice in your program? Do you engage children in the ways you have learned from their voices, or do you plan experiences based on what you feel is best for them? If you would like to gain strategies on how to truly involve children within your program, then this fun, interactive workshop is for you. The session will look at the importance of empowering children and how this is underpinned by Ontario's Early Learning Frameworks and the United Nations Convention on the Rights of the Child. Participants will develop a knowledge base of innovative ideas and activities, including consultation methods that children can use with each other, which afford them meaningful opportunities for participation. The session will also look at how children can be involved in planning experiences that are based on their interests.



Fort and Den Building

Do you remember the great pleasure of building forts when you were a child? Come and rekindle those childhood memories and the pleasures of fort building. This hands-on, practical workshop will look at the importance and benefits to children of building forts (and dens) for preschool age children and how this supports Ontario's Early Learning Frameworks. Participants will consider a range of fort building strategies that may be used both indoors and outdoors in early learning and child care environments. The considerations, materials, and tools required to construct forts outdoors and how to adapt the principles to indoor environments will be discussed. There will be an opportunity to build a 'Cane Den' that may be used in both indoor and outdoor environments, followed by a practical exploration of how the concept of a 'Cane Den' can be developed and used within early learning and child care environments.



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Fort and Den Building for Older Children

Do you remember the pleasure of building forts and dens as a child? Would you like to incorporate this with into your early learning and child care setting or would you like to build on your current fort and den building experiences? If so, this session is for you. Together, we will consider the benefits of affording preschool and school age children opportunities to build forts and dens, and how this reflects the four foundations highlighted in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. The session will focus on a variety of strategies that educators can utilize when facilitating fort and den building experiences for older children. Participants will have an opportunity to share ideas and consider a range of materials, resources and tools that can be used when building forts and dens in both indoor and outdoor environments. There will be an opportunity for participants to build forts and dens outdoors, so make sure that you review the weather forecast and come prepared to have fun!

Makerspace for School Aged

A Makerspace is a place where educators can gather tools and materials to support children with creating, inventing, tinkering, designing, fabricating, or otherwise enabling children to make something. It is a unique learning environment that encourages tinkering, play, and open-ended exploration for all. A Makerspace is child-led and does not have to be expensive or include large tools. The session will explore the concepts of space, tools, materials, organization, documentation, display and inspiration. A Makerspace reinforces the theories of Tinkering and STEAM while empowering children through affording them a voice and providing choices in the school age environment, thus supporting their growing need for responsibility and autonomy.



Projects with School Age Children

A project, by definition, is an in-depth investigation of a real-world topic worthy of a child's attention and effort. The use of projects can be carried out with an entire class or with small groups of children within a school age program. Projects have a complex but flexible framework that use a set of teaching strategies enabling educators to guide children through in-depth studies of real-world topics all while linking together teaching and learning as interactive processes. Projects can be woven into any school age program and support children to feel motivated and actively involved in their own learning, leading them to feel a sense of belonging within their space.

School Age Series 1

Speaking the Languages of School Age Children

Embedding Participation and Consultation within Your School Age Pedagogy

This workshop will investigate how Educators can involve children and young people, through genuine participation and consultation, within their school age programming to truly give them a voice. If you would like to empower children and young people and ensure that your programming is reflective of their needs or if you would like to further enhance your current school age practices, join us for this interactive workshop. Educators will have opportunities to engage in reflective discussions, share their experiences, and gain practical strategies to incorporate into their everyday practice. The workshop will also highlight how affording children and young people opportunities for participation supports local, provincial, national, and international objectives.

Physical Literacy in School Age Programs

Adults assume that children and young people are naturally active; however, current research indicates that this is not always the case as they are now engaging in high levels of sedentary behaviours and low levels of physical activity. Levels of physical activity in the early years are indicators of physical activity in later life and health and are the foundation for physical literacy. Educators have an important role to play in supporting children and young people to develop the disposition to become physically literate and physically active. If you would like to engage in reflective conversations and gain strategies on how to enhance physical literacy within your school age program, join us for this interactive, hands-on workshop.

Outdoor Play for School Age Children

The session will look at a variety of low cost and no cost materials and authentic tools that can be utilized to provide open-ended experiences in the great outdoors, along with experiences that adapt an outdoor, co-learning approach. This session considers how outdoor play changes as children get older and how to meet the needs of a varied age range. During this session participants will spend a large portion of time outside engaging with materials and in experiences, so please bear in mind that “there is no such thing as bad weather, only bad clothes”. So, review the weather forecast, dress appropriately for the weather conditions and come ready to have fun.



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Making the Most of Shared Spaces in Your School Age Program Series

Following feedback from the hugely popular Shared Spaces session, the original session has been redesigned into a 2-part mini-series. This will allow more time for participants to reflect and engage in conversations, thus supporting educators to co-learn and co-construct together.

Session One: Utilizing Shared Spaces in School Age Programs

The first session will focus on supporting school age educators who are 'living out of a cart' to utilize their carts, storage space, and environments to the maximum to provide sufficient, appropriate materials to enhance the experiences available to the young children in their school age program. Participants will consider how they can involve and empower young children in the creation of their spaces. There will also be opportunities to celebrate the advantages and identify the challenges of working in a shared space. Participants will have time to reflect on and strategize how to overcome any potential challenges of shared spaces.

Session Two: Documentation in Shared Spaces

It isn't always straightforward to highlight the work of children and young people in order to make their learning visible within a shared space. During this second session the focus will be on how educators can document children's learning in shared spaces, utilizing digital and non-digital methods to afford children a voice even when they are not present in the program. Participants will consider how they can empower children in the process of documentation through co-constructing documentation with children by utilizing a lens of doing with children rather than doing to children.





School Age Series 2

Investigating the Theories of Play and the Principles of Playwork to Support Your School-agers

Playwork and the term Playworker are commonly used terms in the United Kingdom and in many parts of the world and is rapidly spreading throughout North America. In the UK, Playworkers work with children and young people from 4-16 years in school-age programs, holiday programs, adventure playgrounds, on playbus' and as play rangers. Playwork has evolved since post-war Britain and is a profession in its own right. Although it shares some aspects of early learning and child care, it has philosophies, principles, and practices unique to Playwork. Play is seen as a process, not a product. Does that sound familiar? And one of the roles of a Playworker is to enrich the environment to provide 'playable spaces' for children, restoring play and lost experiences.

Workshop Series Session One: Theories of Play

During session one participants will have an opportunity to dive deeply into what play is for older children and the role of the adult within children's play, thus supporting a move towards a child-led agenda. Participants will be introduced to the 'Playwork Principles' and the 'Play Types' as tools to support practice and playfulness.

Workshop Series Session Two: Removing the Barriers to Play

In session two, participants will be introduced - in a playful way - to some of the underpinning theories of Playwork. These will include flexible environments, intervention strategies to facilitate the play process, and responding to children's play cues to support free play and to remove barriers to play.

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Back to Basics Series

Change management and time management are becoming increasingly important within the early learning field and have taken our attention away from three of the most critical components of a quality early learning environment: time, environment, and play. This series will offer participants an opportunity to reflect on how time and schedules are implemented within daily practice, the environment from a child's view, and how we are positioned to communicate the value of play to families.



Back to Basics Series

T.I.M.E

T.I.M.E. - Take Individual Moments Everyday. Our schedules are full, and time is of the essence, so how can we be mindful of our time? What do we need to consider for change? A journey to reflect on our schedules, tasks, and daily practice to create a holistic action plan. A variety of hands-on tools and tricks will be explored throughout the session offering you time to see what fits your lifestyle.

Environment

Environments as the third educator - what do we need to consider? Take a step back and reflect on your environment. Does it reflect those living in the space? Can children lead their own play? Moving from structured play to unstructured play, can the children extend and plan their play while engaging in a variety of hands-on materials? Come join us for an opportunity to rethink your current space and redesign the environment to support learning.

Play - What Is It All About?

What Is It All About? How do we define play? What do children learn through play? What does play consist of? What is involved in play? Structured vs. unstructured. So many theories and ideas are floating around about play and its role in children's lives. Play is a right of every child, and all children need time and space for free play every day. What does that look like in our centres? How do we engage parents in the conversation about the intentionality behind play? We will have an opportunity to engage in discussion and reflect on different theories as well as look at how to communicate the message to families through documentation.

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Exploring Reggio Inspired Practices: A Three-Part Learning Series

Reggio Inspired Interactive Environments

Educators are invited to investigate a Reggio-inspired environment through the use of hands-on videos, photo study, and materials. Educators will have an opportunity to view 'a day in the life' at a centre in Reggio Emilia to see the materials used throughout the program. A photo study of materials that both the children and educators of Reggio chose to implement within their program as part of an investigation will be reviewed. Using the discussions from the video and photo study, educators will engage with the materials within the environment.

Reggio Inspired Light Experience

Reggio Emilia introduced the Ray of Light Atelier in 2005 based on experiences explored with children and educators. The Atelier is open for children and educators alike to explore the properties of light. Children are invited to investigate their theories on light while educators reflect on how these concepts are stimulating children's learning. This session will offer educators a look into the concept of an atelier, how the materials were curated, what kinds of documentation were highlighted, and an opportunity to mess about with ECCDC's own atelier of light.

Reggio Inspired Planning and Documentation

Educators within Reggio Emilia reflect on their planning and documentation with several different lenses. The use of planning and documentation shows children and families a shared construction of meaning within the environment, a shared responsibility towards learning, and offers an evaluation of both the environment and self. The tools that are employed state the intent of the materials and is open for educators to share their learning with children and families. In the session educators will explore different ways of planning and documenting based on practices in Reggio Emilia schools. Educators will look at the cycle of planning and where documentation fits and the why behind documentation.



Natural and Found Loose Parts for all Ages

What are loose parts? How do they support learning in our centres? Why is it important to implement loose parts into our curriculum? When can we introduce loose parts? Who can benefit from loose parts? Participants will have an opportunity to consider the who, what, where, when, and why of loose parts while considering what implementing loose parts into the curriculum looks like at different ages. Natural and found loose parts can be incorporated into the curriculum on a daily basis, supporting children's exploration and imagination. Consider how we communicate to our families and colleagues the importance of loose parts. We will reflect on how loose parts support the Four Foundations of *How Does Learning Happen?* and how we can utilize their properties to enhance children's developmental skills. A resource listing will be provided to participants of loose parts they can collect for their program, as well as kits and resources available for loan or purchase from ECCDC.



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Schema Play Series

Children create understanding and knowledge of their world by interacting with the environment and the 'things' within it. While they are doing this, we often observe them repeating actions over and over again and see repeated patterns in their play.

In the first half of the 20th century, Jean Piaget recognized organized patterns of behaviour in children's play and developed his schema theory around how children learn and acquire knowledge through physical and mental actions. In the 1980s Chris Athey furthered Piaget's work by identifying clusters of play patterns and developed the concept of schematic play or schema play.



If you would like to find out more about schema play and how to support schema play in your early learning and child care setting then this engaging, interactive and fun workshop is for you. There will be opportunities to engage in thought-provoking conversations with fellow Educators and explore a variety of materials and experiences that support schema play. This three-part series will support Educators to develop environments and experiences that facilitate cognitive development through schema play.

Session One: Action Schemas (formerly How Schema Play Supports Children's Learning and Development) During this first session Educators will be introduced to schematic play, discover more about **Action Play Schemas** and how to develop schema rich environments and experiences that meet children's needs and interests.

Session Two: Mark Making Schemas

The second schematic play session will look at schema play through a lens of early **Mark Making**, a prerequisite for the development of literacy skills, and explore how educators can introduce schema play materials and experiences to their environment to support mark making.

Session Three: Emotional Schemas

The third and final session in this series will focus on **Emotional Schemas**. Educators will have an opportunity to dive deeply into the concept of emotional schemas in an early learning and child care setting. This will include identifying and recognizing emotional play schemas, and how educators can support young children with the development of self-regulation through emotional play schemas.

STEAM Series

Attitudes to science and math are shaped in the early years and carry through to the teenage years (Archer et al. 2019) and the attitudes of adults can directly influence children's attitudes towards STEAM experiences. Educators are often uncomfortable and lack confidence in providing STEAM experiences, which can result in young children not being afforded opportunities to develop a love of STEAM areas.

If you are one of those educators who is struggling with providing STEAM experiences in your practice or you are looking to enhance the everyday **Science, Technology, Engineering, Arts and design**, and **Mathematics** experiences available in your early learning and child care centre, then this three-part STEAM series is for you! Participants will engage in lively discussions and fun hands-on experiences that support STEAM in early learning and child care centres.



Session 1: STEAM Rich Environments

The first session in this series will consider what STEAM is and what this can look like in an early learning and child care setting. Educators will have opportunities to reflect on how they can integrate STEAM into a variety of program areas that support and encourage inquiry-based learning. Educators will have opportunities to *Mess About* with materials that they can utilize to provide STEAM rich early learning environments and the links to *Tinkering*.

Session 2: STEAM for Infants and Toddlers

The second session will consider how educators can bring STEAM concepts into everyday experiences for infants and toddlers while honouring their self-initiated learning. Educators will have opportunities to consider how they can give visibility to STEAM learning and concepts in an early learning and child care setting and reflect on how they can facilitate STEAM for infants and toddlers. This will then be followed by hands-on exploration of STEAM rich environments for infants and toddlers.

Session 3: STEAM in Outdoor Environments

The third and final session in this series will focus on how educators can facilitate and support STEAM in outdoor environments. Educators will have opportunities to reflect on how outdoor environments provide real world natural experiences that spark curiosity, encourage exploration, challenge children, and encourage them to ask questions and test theories. There will be opportunities to *Mess About* with natural materials that develop a sense of wonder and joy of STEAM experiences.

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Tinkering Series

Have you been hearing about 'Tinkering', 'Tinker Labs', 'Tinker schools' and so on, and wondered what all this Tinkering is about? This series will provide opportunities for educators to explore what tinkering is (chances are that you are already doing it) and how educators can intentionally incorporate tinkering into their early learning and child care programs. There will be a focus on practical, hands-on experiences that educators can utilize with a variety of ages, and sessions will include a large portion of time investigating materials and engaging with experiences that educators can use in their daily practice. Educators will come away with many process-oriented, inexpensive experiences and a variety of materials that they can use with children in their programs.

Session 1 - Tinkering with Recycled Materials

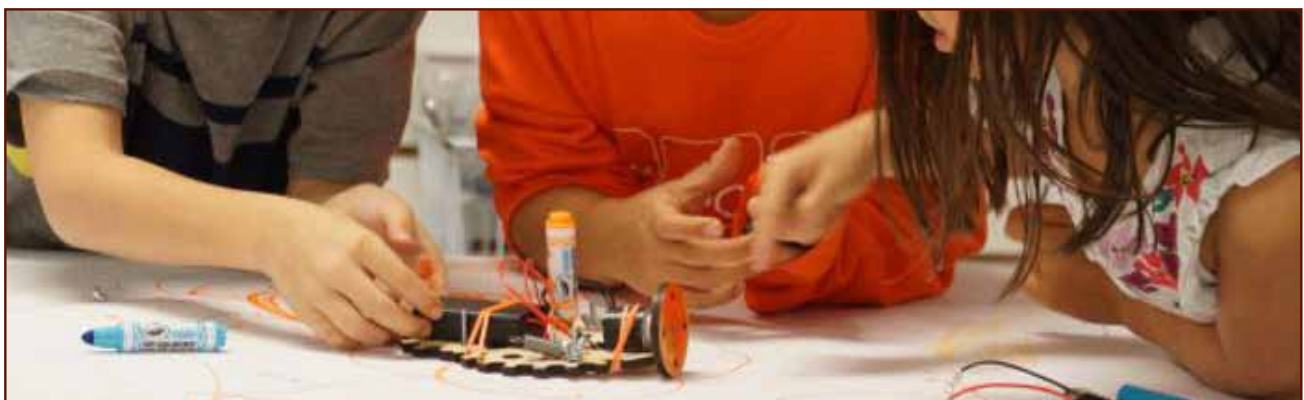
The first session in this series will explore the concept of 'Tinkering' with a focus on how educators can intentionally incorporate tinkering with recycled materials in their daily programming.

Session 2 - Tinkering with Wood

The second session will focus on reviving the 'lost art' of utilizing wood and woodworking in early learning and child care programs, and how educators can 'bring it back' into their practice. This session will take place off-site in a dedicated woodworking environment and will include using real tools and consider health and safety and risk-benefit analysis.

Session 3 - Tinkering with Metal

The third and final session in this series will look at the benefits of incorporating tinkering experiences within programming and will focus on utilizing tinkering with metal in their early learning and child care programs.



Canada Through the Seasons: A Four-Part Series

Studies have shown the importance of providing young children with physical fitness activities, connecting with nature and the opportunity for engaging in playful experiences outdoors whatever the weather or the season. This series will focus on each of Canada's four seasons and include thought-provoking discussions, information sharing, tools, and resources for review as well as curriculum strategies designed to keep children active and engaged in our outdoor environments during all twelve months of the year. This interactive series will inspire early learning and child care professionals to get outside with the children and explore the great Canadian landscape no matter the season: Spring, Summer, Fall, and Winter.

Exploring Children's Development through Everyday Materials

This session will offer opportunities for participants to review excerpts of *Early Learning for Every Child Today* (ELECT) to gain an understanding of children's developmental milestones and how to incorporate a variety of everyday, inexpensive materials while working with children and their families. The session will connect participants with the current frameworks and how they can be used in guiding conversations and choices with families. A resource kit of accessible materials will be explored along with extension ideas to help equip Teams with gaining knowledge and strategies to share with families to support their children on their developmental journey.



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Integrating Technology to Enhance Daily Practice with Children and Families Series

In the age of technology, it is helpful to take time to consider how we can integrate technology into our daily practice to enhance the experiences of the children and families we work with. Technology can sometimes be intimidating when you don't have a knowledge base. This series will be building upon those technical basics to enhance our understanding of building and coding with technology as well as how we can use that knowledge to support and increase family engagement.

Session 1 - Where to Begin: The Technical Basics

Where will we begin? For this session we will be reflecting on how technology has been used within our programs and what the basics are we need to know. Are there other pieces of the puzzle we need to consider such as policy, best practices, benefits of technology and the right kind of screen time? Participants will have an opportunity to explore these pieces as well as different types of technology that you could implement within your program. The technology will be supportive of learning for children, families, and educators which we will look at in the next sessions in the series.





Session 2 - Building and Coding with Technology

Children have been exposed to technology from a very young age and many have become very computer savvy so what's next? This session will explore building on the skills children already have and diving into the idea of building with technology to create what before was only in their imaginations. We will investigate how coding utilizes a creative process in which computers are "told" how to execute different actions. Participants will have an opportunity to explore how this is done.

Session 3 - Technology Strategies to Support Family Engagement

We have a picture of the basics and how we can enhance children's opportunities with technology, so the next step is to put into practice what we have learned with the families we support. We will investigate strategies to move away from paper copies to digital media and pathways to authentically engage our families within our programs. We will also explore different programs, resources, and tools in a hands-on, interactive setting.

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Learning Language and Loving It™ The Hanen Program® for Early Childhood Educators

In any preschool classroom, the needs of children can be very diverse, and some can be much harder to engage and teach than others. This makes your job as an early childhood educator difficult when you're trying to make sure that every child in your classroom is given the best possible opportunities for learning.

The *Learning Language and Loving It* Program was designed to provide early childhood educators with practical strategies for helping all children in the classroom build language and social skills, no matter what their learning and communication styles are, and even if they have special needs.

The *Learning Language and Loving It* Program provides you with practical, research-based strategies for:

- Promoting every child's language development using natural everyday activities, routines and play
- Becoming attuned to children's interests so you can follow their lead, which is known to foster language development
- Adjusting the way you talk to help children develop more advanced language skills
- Promoting interaction among the children themselves
- Facilitating language-learning in pretend play
- Fostering emergent literacy skills

Lost Art of Music and Movement in Early Childhood

Children in today's society are living more sedentary lives and their opportunities to engage in open music and movement activities are lessening. Come and join in to bring back the lost art of music and movement to the classroom. Educators will have an opportunity to engage together in joyful and fun activities that relate to music and movement to support children in healthy physical, mental, and emotional development. The session will look at the theory behind why music and movement are an important part of children's lives and why it is being lost in today's technology-based society.

Educators will take away research, tools, and experiences to share with the children and families in their program to reignite the passion for music and movement.



Observing and Documenting Professional Learning Series: Seeing Preschool Children - Supporting Active & Engaged Learning

How Does Learning Happen? Ontario's Pedagogy for the Early Years is encouraging educators to move beyond simply providing activities for children and to consider in a deeper context the meaning behind children's experiences and thinking and learning in a more complex way. So how can educators make children's learning visible, by using pedagogical documentation as a tool to move away from simply recording events, to learning about children through their lived experiences and to make their learning visible to others? If you would like to make the move away from reporting what you see children doing towards finding meaning in what children do and what they experience, then this three-part series is for you. The series will look at what pedagogy and pedagogical documentation are, and how educators can become co-learners with children, families, and colleagues through valuing children's experiences, and valuing both children's and families' perspectives.

Part One: Observation and Documentation

This session will give educators an opportunity to reflect on how they currently observe and document children's learning, and how they can build on this to move towards a pedagogical approach to documenting children's learning. Educators will gain a variety of tools to aid them with this change in practice, which will support them to interpret children's learning, share different perspectives, and to co-plan with colleagues, children, and their families.

Part Two: Documentation Panels and Learning Stories

During this session educators will have an opportunity to take an in-depth look at two tools that they can use to make children's learning visible. Documentation panels will support educators to move away from displaying children's work decoratively on bulletin boards, to utilizing them as documentation panels through the use of questions to frame documentation; thus, supporting a deeper understanding of children's learning. The session will then go on to look at how learning stories can be used as a tool to document children's learning and a valuable method to engage families in their children's learning.

Part Three: Sharing Your Strategies for Observation and Documentation

A continual reflection of our observation and documentation strategies is essential for deepening our understanding of the children, their interests, and development. We invite you to join us in a photo study to highlight strategies for implementing observation and documentation to co-construct learning, discuss what purpose and value they have within your program, and highlight how you make the magic of learning more visible. In this session you will gain further understanding of children's learning by involving them in this observation and documentation and how to invite families to take part in the process.



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Story Sacks

'Story sacks' were developed by a UK elementary school principal, Neil Griffith, in 1995 as a response to research that indicated that half the number of children were being read a bedtime story as their parents' generation. 'Story sacks' can be used in early learning and child care environments to jazz up story-time, support preliteracy skills, stimulate language development and can encourage older children in telling their own stories. Story sacks are a wonderful tool to enhance engagement between the program and the child's home as well as inter-age range engagement. This interactive session will identify links to other curriculum areas and focus on how educators can develop their own story sacks and how utilizing them in their programs reflects both the four foundations of *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the Kindergarten Program's four frames. Educators are asked to bring their favourite children's story with them to the session.



Strengthening Your Creative Art Program through Open Ended Art Experiences

Are you trying to move toward creative arts and away from traditional crafts? The session will look at the importance and benefits of a process-focused approach to the arts rather than a traditional product-based crafts approach and how this aligns with current thinking and Ontario's Early Learning Frameworks. Educators will have an opportunity to engage in conversations, share personal experiences, and develop an arsenal of practical strategies to draw on to support children to express themselves through the medium of art. Educators will develop a list of engaging creative experiences to offer children of all ages. The session will also look at practical ways to engage with parents regarding the importance of creative arts experiences for young children.



Unpacking Children's Play Series

Ever wonder why children play the way they do? In children's play they have opportunities to explore, engage and experiment with their ideas and beliefs of the world around them. Many of our programs have shifted to play-based learning offerings to the children we work with to expand their learning. This series takes a closer look at the learning taking place in Block and Construction Play, Imaginative and Dramatic Play, and Rough and Tumble Play. Each of the sessions in the series build upon each other through research and reflective practice and will offer ideas for you to explore within your centre.

Session 1 – Block and Construction Play

In our classrooms we ensure that children have a large, open area filled with different blocks, small world items and props that link to children's interests, experiences, and developmental skill sets. In having these materials available children are growing their problem solving, mathematic, continuity, and permanence skills.

Session 2 – Imaginative and Dramatic Play

Have you ever watched a child pick up an object and pretend it is a zooming car or put on a cape and become someone else? In imaginative and dramatic play children are using objects to represent something else while giving it an action or motion. The process of pretending builds many skills such as language, emotional intelligence, and thinking.

Session 3 – Rough and Tumble Play

We can either try to stop children engaging in rough and tumble play or we can stop and unpack what it is and why they are doing it. In rough and tumble play children are smiling and laughing because this kind of play for them is fun! Rough and tumble play is a basic human instinct that helps to develop such skills as strength, movement, body awareness, and socializing.



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Unpacking Children's Play Series 2: Expanding Children's Play Series

Ever wonder why children play the way they do? In children's play they have opportunities to explore, engage, and experiment with their ideas and beliefs of the world around them. Many programs have shifted to offering play-based learning experiences to the children they work with to expand the children's learning. This series takes a closer look at the learning taking place in Block and Construction Play, Imaginative and Dramatic Play, and Rough and Tumble Play. Each of the new series started as a session in Unpacking children's Play and has been expanded to its own unique series, which builds upon the initial session. Current research and reflective practice and will offer ideas for educators to explore within their program. Participants are encouraged to attend each session in the series for continuation of learning and resources.

Expanding Block and Construction Play

In our classrooms we ensure that children have a large, open area filled with different blocks, small world items, and props that link to children's interests, experiences, and developmental skill sets. In having these materials available children are developing their problem solving, mathematic, continuity, and permanence skills.



Session 1

Participants will have an opportunity to explore and reflect upon the research and resources and connect with other educators to share experiences, ideas, knowledge, and develop an understanding of the principles of children's block and construction play.

Session 2

Building upon the principles of children's block and construction play, participants will consider the materials, items, props, and environment to support children's learning, linking to *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Session 3

The final session in the series will give participants the opportunity to put into practice the principles and knowledge gained in sessions one and two. They will engage in hands-on experiences while considering the benefits, developmental skills, and experiences they can offer for children in block and construction play areas.

Unpacking Children's Play Series 2: Expanding Children's Play Series

Expanding Children's Imaginative and Dramatic Play

Have you ever watched a child pick up an object and pretend it is a zooming car or put on a cape and become someone else? In imaginative and dramatic play children are using objects to represent something else while giving it an action or motion. The process of pretending builds many skills such as language, emotional intelligence, and thinking.

Session 1

Participants will have an opportunity to explore and reflect upon the research and resources and connect with others to share experiences, ideas, knowledge, and develop an understanding of the principles of children's imaginative and dramatic play as well as study the social stages of play, play types, and play personality.



Session 2

Building upon the principles of children's imaginative and dramatic play, participants will consider how children use objects and environments to represent their thoughts and ideas. There will be opportunities to explore materials, items, props, and environment to support children's learning, for all ages, along with the links to *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Session 3

The final session in the series will give participants the opportunity to put into practice the principles and knowledge gained in sessions one and two. Participants will engage in hands-on experiences while considering the benefits, developmental skills, experiences they can offer for children in their imaginative and dramatic play areas.

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Unpacking Children's Play Series 2: Expanding Children's Play Series

Expanding Children's Rough and Tumble Play

We can either try to stop children engaging in rough and tumble play or we can stop and unpack what it is and why they are doing it. During rough and tumble play children are smiling and laughing because this kind of play for them is fun! Rough and tumble play is a basic human instinct that helps to develop such skills as strength, movement, body awareness, and socializing.

Session 1

Participants will have an opportunity to explore and reflect upon the research and resources and connect with others to share their understanding of the principles of children's rough and tumble play as well as study the associated stereotypes and misconceptions.



Session 2

Building upon the principles of children's rough and tumble play, participants will have opportunities to consider the impact of incorporating rough and tumble play into their program. There will be opportunities to explore materials, items, props, and environment to support children's learning, for all ages, along with the links to *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Session 3

The final session in the series will put into practice the principles and knowledge gained in sessions one and two. Participants will engage in conversations around incorporating rough and tumble play experiences while considering the benefits, developmental skills, and documenting for sharing with families.

What Does Indoor Risk Look like for Child Care? For Educators

How Does Learning Happen? Ontario's Pedagogy for the Early Years highlights the importance of providing children with interesting opportunities for a reasonable degree of risk taking and as educators we have become familiar and confident with supporting children's risk taking in play. However, much risk taking for children tends to take place in our early learning and child care programs during active outdoor play and often focuses on physical risk taking. This session will explore all forms of risk taking during children's play; physical, emotional, and social risk and how educators can facilitate experiences during indoor play for all age groups.



Enhancing Children's Learning through Reflective Practice

Extending upon the popular Provocations and Invitations to Play workshop, this session extends some of the core principles further, including using the Thinking Lens for Reflection and Inquiry on a deeper level. This workshop will include strategies for encouraging children to reflect and ponder to extend their learning in complex ways. Participants will discuss how to provoke meaningful conversations with children and how we as educators can prompt children to think critically so that a meaningful discourse is encouraged between children and their peers and with children and their educators. This newly developed session will include discussion around innovative observation and documentation skills, supporting unstructured play and reflective practices for inspiring children along their journey of meaningful learning.

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Understanding the Best Practices of Technology in an Early Learning Environment Series

Join us as we explore the integration of technology in early learning environments. In this series, we will discuss valuable insights and practical strategies for effectively integrating technology into early learning settings that ensure an enriching and engaging experience for young learners.

Session One: Embracing Technology

Technology is deeply rooted in our society and used in many early learning environments. While non-digital technologies build the foundation for STEAM learning in the early years, digital technologies and interactive media can also be used to enhance STEAM learning; however, proper digital literacy practices need to be adopted. Passive use of digital technology like watching television may not always be ideal for development, but computers and tablets, among others, can be tools for creation, imagination, and play, just as paintbrushes and markers are.



Session Two: Best Practices of Using Technology in the Early Years

In session 2 we will identify the important intersection of play and technology, and how digital technology can be used for collaboration and communication. It is important to be mindful with the themes within interactive media and apps to consider how it complements what is being learned or developed within the early learning classroom. In this session we also look at home and school communication, sleep time, and the negative impacts of background TV, and why it is important to minimize exposure to advertising while supporting digital literacy.

Session Three: Embracing Technology Outdoors and In Nature

There has been an accelerated advance in technological innovations and this technology can be used outdoors as a means to encourage physical activity and facilitate the use of all the human senses. We will explore what it means to strike a balance between virtual and real experiences with physical activity, creative activity, and connections to nature, and how to critically evaluate apps and digital technologies outdoors. These experiences must be designed to ensure children know what it means to truly connect with nature and choosing apps to properly align with the dimensions of enjoying nature, empathy for creatives, interconnectedness, and a sense of responsibility.

Expanding Our Knowledge: Building on *How Does Learning Happen?* to Consider New Pedagogical Approaches to Deepen Our Practice Series

New!

There are multiple pedagogies that surround early learning and child care. Some familiar, some less familiar, with some pedagogies grounded in research, and some not so much. However, when choosing pedagogies to incorporate within their practice, early learning and child care practitioners need to ensure that they are grounded in current research. Whether you are a seasoned educator who wants to expand the pedagogical approaches that you utilize within your work or you're a newer educator who is curious to explore new pedagogies, there's something for you in this series. If you want to find out more about the pedagogies of social justice, slow pedagogy, sustainable pedagogy, and practical strategies and how they can be utilized within our practice, this new 3-part series is for you.

Series Outcomes

- Participants will gain an understanding of additional pedagogical approaches that can be adopted within their settings.
- Participants will be able to evaluate which pedagogical approaches are appropriate to incorporate within their practice.
- Participants will be able to strategize how to utilize new pedagogical approaches within their programming.

Session 1: Slow Pedagogy

'It takes a whole load of slow to grow'. Educators have been encouraged to slow down in our work with children to truly see them. The Froebelian theory of slow pedagogy reinforces this concept of slowing down. This session will explore what slow pedagogy is, the research behind slow pedagogy, and practical strategies that educators can adopt to make time for children's development and learning in their programs. The session will utilize case studies and stories to explore slow pedagogy.

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Session 2: Social Justice Pedagogy

“Children from very young ages internalize messages about power and privilege with regard to gender, race/ethnicity, class, sexual orientation, and language, which they perpetuate through their play and talk” (Ryan & Grieshaber 2004). This session will explore what social justice is, why it matters, and how educators can create more equitable and ethical settings through adapting a pedagogy of social justice. Participants will explore how they can mitigate the inherent power and privilege that dominate society and the role of children’s rights and democracy within a pedagogy of social justice. They will gain practical strategies that can be utilized within their practice to explore fairness and equity with the children they work with.

Session 3: Sustainable Pedagogy

‘A development that meets the needs of the present without compromising the ability of future generations to meet their needs’ is how sustainability has been described, but how does this link to our work with children and what can it look like within our practice? The third and final part of this series will investigate what sustainable pedagogy is, its key components, and what it can look like within our settings. Case studies and stories will be utilized to explore the pillars of sustainable pedagogy and practical strategies will be shared to support educators in affording young children experiences to develop sustainable relationships with the environment.



Everyday Moments That Matter: Building Foundations for Connection and Intentional Practice Series

New!

Strong early learning programs begin with strong, intentional foundations. This series invites educators to reflect on and refine their daily practices—exploring how thoughtful rhythms, responsive routines, and meaningful interactions shape the flow of the day. From transitions to environments, materials to relationships, each session offers practical strategies and reflective insights to support a classroom culture rooted in care, curiosity, and connection. Whether you're looking to strengthen your daily routines, co-create expectations, or deepen your work with children, families, and colleagues, this series provides the building blocks for intentional, relationship-driven practice.

Series Objectives

- Develop thoughtful, responsive strategies to guide daily routines, transitions, and interactions that support a sense of safety, consistency, and well-being for all.
- Enhance educators' understanding of environments, materials, and small group experiences as tools to spark inquiry, nurture relationships, and promote play-based learning.
- Reflect on educators' roles as co-learners and collaborators, using intentional observation, documentation, and communication to strengthen connections with children, families, and colleagues.

Session 1: Inviting Spaces & Tools for Thinking - Designing Environments and Using Materials to Spark Play, Learning, Inquiry and Connection

The environment is often called the "third teacher", and for good reason. The layout, overall flow and availability of materials in your classroom can profoundly influence how children feel, move, engage, wonder, and connect. In this session, we'll explore how to create intentional, flexible spaces that respond to children's needs, invite exploration, and nurture a sense of belonging. We will also dig into the role of materials and how what we choose to offer children can spark their curiosity and support their development in powerful ways. Whether your program space is small or large, you'll leave with practical ideas to reimagine your early learning environment and reflect on strategies for selecting materials that will promote learning, spark curiosity, nurture relationships, and bring joy to your daily practice.

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Session 2: In the Moment - Capturing Children's Thinking Through Documentation

What are children showing us through their play, their questions, and their conversations? How can we, as educators, slow down and see ourselves as researchers of their ideas, strategies, and meaning-making? In this session, we'll explore the power of in the moment documentation: the raw, spontaneous, unpolished notes, transcripts, artifacts, and reflections that allow us to see the learning unfolding in real time. Together, we'll look at how to capture children's voices, questions, and thinking through observation and documentation that is practical, authentic, and responsive. We'll reflect on how real time documentation can help us build deeper connections with children, inform our planning, and share meaningful stories of learning with families and colleagues.

Session 3: Co-Creating Boundaries and Expectations Together

Boundaries and expectations are an important part of creating a safe, predictable, and caring environment where children can thrive. Together, we'll explore how to co-create shared expectations with children through consistent routines, gentle guidance, and meaningful conversations. We'll reflect on how our own presence, tone, and responses shape the emotional climate of our classrooms and consider how to foster a sense of safety, trust, and mutual respect. This session takes a thoughtful look at how we support children in learning boundaries, program expectations, and navigating social interactions.

Session 4: Small Groups, Big Thinking - Fostering Connection and Learning Through Small Group Experiences

Small group experiences offer powerful opportunities to connect with children, follow their interests, and extend their thinking. This session explores how to use small groups not just for activity time, but as rich spaces for conversation, exploration, and relationship-building. We'll reflect on how to tune in to children's ideas, use their interests to introduce new concepts and materials, and support emergent learning in responsive and meaningful ways.

Session 5: From Chaos to Connection - Reclaiming Transitions as Moments of Learning and Care

Transitions are often seen as the bridges between the scheduled parts of the day, but what if we viewed them as meaningful moments in and of themselves? In this session, we'll explore how transitions can be opportunities for care, connection, and learning. We'll consider how small shifts in our routines can create calm, responsive moments that help children feel secure, engaged, and understood. You'll be invited to slow down and reflect on the flow of your day, tuning into how even the simplest of transitions can be used to build relationships, model regulation, and respond to children's unique needs and rhythms. Together, we'll give ourselves permission to pause, to see transitions not as something to "get through", but as moments filled with potential. You'll leave with strategies to make your transitions developmentally responsive, meaningful, and full of connection.

Empowering Educators as Partners in Children's Play

New!

How do we see children's play? What do we set up in our environments to invite children to play and explore? How do educators step in and out of play? During the session educators will have an opportunity to reflect upon the different types of play children engage in throughout their day that supports their ongoing development. As co-facilitators in play, educators will explore strategies they can implement into their daily practice to enhance children's play. Play offers educators a way to make children's learning visible that deepens relationships, extends learning, and supports children's sense of belonging and agency.



Engaging Families in Authentic Ways



Inspiring excellence in early learning and child care

Implementing *How Does Learning Happen?* in Innovative Ways:

Professional Learning Conversations

This series will explore the importance of children, educators, families, and students and volunteers feeling a sense of belonging and well-being as well as having an opportunity to express themselves and engage in meaningful and respectful relationships, as outlined in the four foundations of *How Does Learning Happen?*

Laying the Foundation for Family Engagement: According to *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, 'The first and most powerful influence on children's learning, development, health, and well-being relationship in children's lives is with their families'. Building and maintaining responsive and collaborative relationships with families is an ongoing journey that presents opportunities to reflect on our own beliefs and values as educators, build reciprocal trust and communication with families, and embark on the process of having the conversation. In this session we will look at strategies to develop relationships, understand how we can engage families as co-learners about and with their children, and gain information on how we support families in experiencing a sense of belonging in our program.

Fostering Effective Communication with Colleagues and Community Partners: Are you looking to converse with your colleagues regarding innovative strategies for embedding *How Does Learning Happen?* within your curriculum in ways that foster open, positive, mutually beneficial communication strategies with your colleagues and community partners? This workshop will afford participants an opportunity to gain new ideas for building strong, professional relationships with a consideration of the College of Early Childhood Educators' *Code of Ethics and Standards of Practice* and the principles of reflective practice and building a mentoring culture.

Engaging Families in the Early Years in Authentic Ways: This session offers invitations for learning and opportunities to discuss the authentic ways that we may engage families. If you are looking to develop deep, meaningful relationships with families, and want to ensure they feel included as a partner within your program, or perhaps you are looking for ways to incorporate families' voices in your planning to help them feel a sense of belonging, this workshop is for you. This session will offer participants an opportunity to discuss new strategies for building positive relationships with families based on mutual trust and understanding and suggestions for engaging families in their children's learning in meaningful ways.

Supporting Students and Volunteers Through the Lens of *How Does Learning Happen?*: This session offers insight on the importance of building strong relationships with students and volunteers through partnerships, connections, and respectful dispositions. If you are looking to create an inviting and collaborative environment which encourages lifelong learning, this session is for you. This session will bring the concepts and philosophies of *How Does Learning Happen?* to life in fostering positive professional relationships within early years settings. This workshop will offer participants an opportunity to discuss with one another new strategies for building meaningful relationships with students and volunteers with a consideration of the College of Early Childhood Educators' *Code of Ethics and Standards of Practice* and encourage reflective practice through the voices of all professionals contributing to the planning in your early years settings.

Positive Interactions through Connecting versus Directing

How much time do we spend *Connecting, Directing, and Correcting*? What is your C:D:C ratio? Seeing children as co-collaborators and supporting them to explore and learn using positive interactions rather than managing or directing their behaviour is important as educators. During this session we will explore the impact of positive interactions on children and link these interactions to healthy brain development. Join us as we expand on simple strategies that we can incorporate throughout our day and understand how the flow of the day allows children to make choices that support responsive relationships and promote reflection on our professional practice.

Sharing Sensitive News with Parents

Professionals who work with young children often say that one of the hardest parts of their job is sharing sensitive information with parents about their child's development. The Sharing Sensitive News series provides early childhood educators and other professionals with specific strategies for sharing information with parents in a way that emphasizes active listening and promotes positive collaboration. When we share the news in a way that is sensitive, family-centred, and respectful of parents' points of view, we greatly improve the chances for successful collaboration. Upon completion of this 2-part series, participants will be able to:

- Identify why information may be difficult for educators to share and difficult for parents to hear.
- Plan ahead for how to effectively share information with parents.
- Clearly share information in a way that actively involves parents in the discussion and is sensitive to their feelings and perspective.



Engaging Families in Authentic Ways



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Speaking to Families about Unstructured Play Experiences: Dispelling the Myth

As we are moving away from theme-based planning to an emergent approach to learning through play, which is in line with Ontario's Early Learning Frameworks, the way that we are working with children in the early learning and child care field is changing. This workshop will support educators to explore what unstructured play is, the importance and benefits to children, and how they can communicate this to fellow educators and families. The session will look at intentional, open-ended experiences and dispel the myth of it being a 'free for all'. Participants will have an opportunity to try out some practical, interactive ways to convey the importance of unstructured play in an early learning and child care environment.

Tips for Designing and Facilitating an Engaging Parent Evening

Educators are invited to join this session to discuss and share some new ideas for sparking curiosity and imagination when designing Open Houses and other parent events. Ideas and strategies will be connected to How Does Learning Happen? and participants will receive some supportive templates to empower them to have the tools and ideas in place to plan an engaging event for families.

Reflecting on Our Daily Practice of Communication, Diversity & Engagement Series

Administrators and educators work hard to ensure that their early learning environment is welcoming, engaging, and reflective of the many children and families who call the child care centre their “home away from home”. To support the continuous process of thinking about inclusion and diversity, this series will prompt discussion and dialogue about strategies and considerations that are part of the ongoing conversation about ensuring a diverse setting, respectful of all the educators, children, and families who engage within the environment. The professional learning session will provide educator teams opportunities to engage in conversations, linked to guiding frameworks, enhancing communication, diversity, and engagement within their organization. The series is underpinned by the College of Early Childhood Educators’ *Code of Ethics and Standards of Practice*.

Session 1 – Concepts Rooted in Early Learning

Participants will explore the concept of weaving ethics, diversity, inclusion, and professionalism through authentic engagement approaches that are rooted in respectful, reciprocal, and effective communication strategies with children, families, and colleagues. This session is underpinned by the College of Early Childhood Educators’ Code of Ethics and Standards of Practice and gain new ideas around focusing on Positive Communication and Collaboration Strategies, Work Ethic and Professionalism: Our Role in Work with Children, Families and With Each Other as a Staff Team.

Session 2 – Creating Awareness to Support Reflection

In early learning it is important for educators to have the knowledge and confidence to implement inclusive practices and understand the why behind the importance of diversity and inclusion. Participants will have an opportunity to reflect upon their beliefs and bias, and to consider how they can influence their daily practice, explore ways to build relationships and communicate across differences, and discuss how to co-create culturally responsive, inclusive learning environments that are welcoming for all children, families, and caregivers. Participants will explore current research around diversity, inclusion, and culture.

Session 3 – Implementing Practices into the Early Learning Setting

Participants will have an opportunity to co-construct knowledge and reflect upon ways of using current research as well as resources and tools from the College of Early Childhood Educators to redefine their daily practice for communication, diversity, and engagement in collaboration with children, families, and colleagues. Participants will also be encouraged to review any related organizational policies, continuous professional learning goals, discuss their values, and consider working agreements.

Strengthening Diversity and Inclusion within Early Learning Settings



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Inclusion in the Early Learning Classroom

Educators are invited to join ECCDC facilitators for the inclusion in the classroom session, which will focus on how educators can support the needs of children with exceptionalities within an emergent framework. During the session educators will look at how exceptionalities may present in children, developing partnerships, working with families and other professions to facilitate child-focused strategies to support all children, and the benefits of inclusion within the classroom for all children, families, and the community. There will also be opportunities to consider how inclusion in the classroom links to international, national, and local early learning frameworks.





Inclusive Practices Series

This three-part series offers opportunities for educators to explore the concept of utilizing inclusive practices to support children through the ever-changing pathway of behaviour. Educators are strongly encouraged to attend all three sessions as the series has been created to build upon each session.

Session 1 — Laying the Foundation to Start the Journey

During the first session educators will have an opportunity to revisit their daily practices and consider the impact that this has on both educators' and children's behaviour. Educators will reflect on the use of language, equitability, power relationships, and best practices. The session will also offer an opportunity to explore ways in which both educators' and children's resiliency skills can be enhanced to support change that behaviour can bring to the classroom.

Session 2 — Reflecting on Inclusive Practices

In the second session educators will consider how utilizing an inclusive approach supports children's behaviour. They will have opportunities to explore inclusive practices and the ways in which the environment, curriculum, and pedagogy can either support or hinder their journey.

Session 3 — Constructing a New Pathway

Completing the journey with the final session, educators will dive deeply into inclusive early learning strategies which they can consider for implementation into both their daily practice and early learning environments. The strategies will offer educators an opportunity to explore their next steps.

Strengthening Diversity and Inclusion within Early Learning Settings



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Sensory Play for Children

As children move through their lives, they use their senses to try to make sense of the world around them. Sensory play includes any activity that stimulates a young child's senses. Children learn and retain information when they engage their senses. Providing opportunities and experiences for children to actively use their senses as they explore their world is crucial to brain development. As an adult, think about a memory triggered through a smell, song, or taste. Through sensory play children are interacting with the world through taste, touch, smell, and sight, hearing, and movement. Sensory play supports children's self-regulation and builds skills for mindfulness. This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction, and problem-solving skills. The session will provide interactive experiences and identify links to other curriculum areas and focus on how educators can incorporate daily sensory experiences within their program while reflecting upon the four foundations of *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.



Exploring Inclusion in Our Early Learning and Child Care Programs Series

The Exploring Inclusion four-part series will offer opportunities for educators to explore tools and resources through case studies while considering their daily inclusive practices to support children within their early learning and child care programs. Educators are strongly encouraged to attend all four sessions as the series has been created to build upon each session.

Series Objectives

- Consider what inclusion is and how it is woven into our daily practices through self-reflection and self-awareness.
- Discuss and identify what behaviour and development are and link them to inclusive practices that support children and families.
- Revisit and review relationships, self-regulation, development, environments, daily practices, and curriculum, ensuring the use of inclusive language and practices using the Program Inclusion Reflection Tool.

Session 1 — Educator Self-Reflection and Self-Awareness

During the first session educators will have an opportunity to utilize the practice of self-reflection to understand how their actions within the early learning and child care program can impact both their own development and the development of the children in their care. Various interactive and hands-on experiences will be explored to support developing educators' self-awareness of their expectations. Participants will have an opportunity to consider strategies and techniques that support their development and those of the children in their care to move forward in navigating next steps of their learning journey with resiliency and empathy.

Session 2 — Reflecting on Inclusive Practices Utilizing the Program Inclusion Reflection Tool

Following on from session one's self-reflection, participants will consider how to use the Inclusive Program Reflection Tool of what do they see through the eyes of the child and how utilizing an inclusive approach supports children's behaviour and development. An opportunity will be provided to breakdown the tool and reflect upon how they can use it within their own programs moving forward.

Session 3 — Environments as the Third Educator

If we look at the environment as the third educator through the lens of the Program Inclusion Reflection Tool, what do we need to consider regarding our inclusive practices? Take a step back and reflect on your environment. Does it reflect those living in the space? Can children lead their own play? Moving from structured play to unstructured play, empowering children to extend and plan their play, choice of materials, curriculum modifications, adult reminders and incorporating the element of fun.

Session 4 — Breaking Down Our Daily Practices for Inclusivity

As educators navigate a new pathway, the final session will take a deep dive into inclusive early learning strategies, challenging our daily practices and routines, use of language, equitability, power relationships and how it translates to best practices. Moving forward educators will have an opportunity to consider next steps for implementation into both their daily practice and early learning environments and early learning and child care programs.

Connecting Children to Nature



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Bringing Nature Education to Your Playground A 4 Part Professional Learning Series

Session One

Educators will explore the benefits of children having ample opportunity to engage in outdoor experiences through the lens of *How Does Learning Happen?*, the United Nations Convention on the Rights of the Child, and Ontario Children's Outdoor Charter. Participants will also discuss a variety of play types, the difference between an experience and an activity, as well as the concept of *Messing About*. The workshop will include strategies for utilizing higher order thinking prompts and suggestions for practical, hands-on experiences that may be used in all outdoor early learning settings.

Session Two

Educators will have an opportunity to engage in conversation around the importance of risk in play and will explore the concept of completing a risk-benefit analysis. Additionally, participants will consider information that may be shared in conversations for licensing, playground inspections, and communicating the benefits of nature-inspired play to parents. Throughout the workshop participants will have an opportunity to explore strategies for facilitating belonging, expression, well-being, and engagement (the Four Foundations of *How Does Learning Happen?*) within their outdoor space. Additionally, suggestions for including the children's interests and voices in the space and engaging fellow educators and families in the transition to a naturalized play space will also be offered.

Session Three

On this second day of co-learning, educators will engage in experiences linked to air and earth, two of the four natural elements through *Messing About*, utilizing higher order thinking prompts, and through A Thinking Lens® for Reflection and Inquiry, developed by Harvest Resources. This session will include discussions around dispelling myths regarding injury and accidents and participants will share workarounds for a variety of typical health and safety concerns.

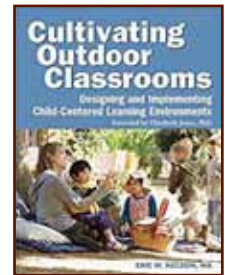
Session Four

This last session will offer the opportunity for participants to explore hands-on experiences linked to water and fire, the two remaining natural elements, through *Messing About*. A discussion will take place regarding educators' various comfort levels in offering experiences outdoors in consideration of the information gained through the risk-benefit analysis explored on day one. The group will have an opportunity to have a whole group experience to reflect and consider the series learning and impact for implementing the ideas and strategies within daily practice.



Creating Outdoor Learning Programs

Educators across Ontario have been embracing the move from traditional playgrounds to naturalized outdoor play spaces that amaze and inspire children, educators, families, and communities. If you are looking to bring further intentionality to your space by creating a unique outdoor learning program that truly connects children to nature, this three-part series, based on Eric Nelson's book *Cultivating Outdoor Classrooms* is for you. These engaging sessions will offer opportunities to participate in conversations and share ideas with fellow educators and engage in a variety of hands-on experiences. Whether you have a newly renovated outdoor space or you are working in a traditional outdoor space, a variety of strategies and tips will be offered in this workshop to support you on your journey.



Part 1: Philosophy and Approach

The first session will look at what Outdoor Classrooms are, their benefits, and the role of the outdoor classroom in early childhood education. Participants will explore philosophies and approaches to support Outdoor Learning Programs.

Part 2: Curriculum and Content

The second session will look at the role of the educator in developing the curriculum and content of Outdoor Classrooms to ensure that a full range of rich learning experiences are available for all children.

Part 3: Implementation

The third and final session will look at implementing Outdoor Classrooms and will include strategies to evaluate current practice, and how to build upon it and embed a rich Outdoor Learning Program which supports the flow between indoors and outdoors.



Connecting Children to Nature



Inspiring excellence in early learning and child care



Exploring Nature through Creative Experiences

This outdoor, hands-on workshop will explore how educators can incorporate creative opportunities and nature-based experiences into their early learning and child care environments which utilize the readily available gifts that Mother Nature has afforded us. This workshop will support educators to connect with the outdoor environment and minimize the impact that materials, children, and educators have on the environment. Participants will have an opportunity to discover how the natural outdoor environment acts as the Third Educator and develop a range of activities that will engage children and encourage them to respect the natural world all around them.

Introducing the 'Elements' into your Early Learning and Child Care Environment

Research has highlighted the importance of children having contact with the natural environment. Find out what this means in practice and how you can incorporate it into everyday activities. This four-part series will look at how educators can incorporate the four 'non-living' elements: Air, Water, Fire, and Earth into an early learning and child care setting and how this aligns with Ontario's Early Learning Frameworks: *Early Learning for Every Child Today* and *How Does Learning Happen?* Within each session, participants will have an opportunity to explore the concept of *messing about* and will gain strategies related to reflective practice using *A Thinking Lens® for Reflection and Inquiry*.



Elements Series Part 1: Introducing Air into an Early Learning and Child Care Setting

Air is all around us! This interactive workshop will give participants an opportunity to discuss, share, and learn about new activities that incorporate air in an early learning and child care setting. Participants will develop an innovative list of activities which incorporate air to utilize in their setting for both activities for children and the environment. There will also be an opportunity, utilizing loose parts, to make and try out the activities.



Connecting Children to Nature



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Elements Series Part 2: Introducing Earth Activities Into Your Early Learning and Child Care Setting

Children love getting dirty and contrary to popular belief, this is actually good for them! This interactive workshop will discuss the research, benefits, and importance of introducing earth into everyday activities. Participants will develop a portfolio of resources and activities that utilize the earth, in its many forms, to spark adventure and discovery in children. Participants are asked to bring a small amount of soil from their backyards to this session.



Elements Series Part 3: Introducing Water Activities into an Early Learning and Child Care Setting

There's more to water play than floating and sinking! Find out why one of the best resources in an early learning and child care setting is a tap. During this workshop participants will have the opportunity to discuss and explore new and innovative ways in which to utilize water to spark inquiry. This is a hands-on session during which educators will have the opportunity to participate in practical activities that will foster curiosity, experimentation, and imagination in children. Come and see how to incorporate flowing water into activities and how everyday household items can create waterfalls, water flows, watercourses, and much more.



Elements Series Part 4: Introducing Fire Activities into an Early Learning and Child Care Setting

The fourth and final thought-provoking session of this series will include discussing the research regarding the benefits of utilizing fire, in its various forms, in an early learning and child care setting and what this means in practice. Activities for all comfort levels will be included; from making candles, to dream boats, to cooking with fire using barbecues and campfires. It will dispel the myths around fire and support educators to feel comfortable utilizing fire in their practice. Participants will have the opportunity to explore the concept of risk-benefit analysis. So, let us help you to explore your 'fire comfort zone' and push your boundaries.





Naturalizing your Indoor Early Learning & Child Care Environment

As educators we have become familiar with the term *the environment is the third educator* and we are moving away from traditional, brightly coloured environments that have an abundance of synthetic materials towards natural indoor environments. This workshop will consider how educators can enhance their existing early learning and child care environments by bringing 'the outdoors indoors' to create aesthetically attractive natural environments that spark the curiosity and sense of wonder for children and adults. The session will consider how educators can actively engage children and families in the naturalization of their indoor environments. Participants will have an opportunity to engage in thought-provoking discussions with fellow educators and engage with a variety of natural materials that they can add to their indoor environments.

Connecting Children to Nature



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Take it Outside! A Nature Perspective Series

This series was created to help educators navigate the outdoors and offer opportunities to engage with loose parts, explore in all weathers, and encourage opportunities for children to challenge themselves to take a risk. Throughout this series, participants will have an opportunity to reflect and share experiences, brainstorm and engage in group discussions, immerse themselves in hands-on experiences, identify connections to Ontario's Early Learning Frameworks, and strategize how to weave their learning into their daily practice through action planning.

Session 1: Innovative Ways to Use Natural Loose Parts

Loose parts can be found in our early learning environments and have grown in popularity over the last several years. Participants will develop an understanding of what natural loose parts are and learn about the importance of them in relation to children's development and play experiences. As a group, participants will explore innovative ways to introduce and use natural loose parts in their environment in low cost/no cost ways.



Session 2: Outdoor Play Throughout the Year

As Canadians, we are fortunate to have four distinct seasons in which to incorporate outdoor play throughout the year. In this session we will develop an understanding of outdoor play that can be shared with families and colleagues as well as highlight the benefits of outdoor play while using low cost/no cost strategies and materials that can be implemented into your program to support daily outdoor play. We will also look at global outdoor play trends as well as other related concepts that we can transition into our outdoor programs. Finally, we'll review ECCDC's Naturalized Play Space Project where the learning highlighted the importance of outdoor play in relation to children's development and the play experiences offered throughout the seasons.

Session 3: Risky Play Throughout the Day

Children's play contains an element of risk, and this session looks at opportunities for risky play being woven into a child's day. Participants will explore what risk is and develop an understanding of risky play. What would be the implications of risk-averse attitudes towards play? Participants will be encouraged to have an open dialogue to brainstorm the 'why' behind offering elements of risk and challenge for children. As a group, we'll review and learn about the importance of risky play in relation to children's development and play experiences using up-to-date theories, research documents, and frameworks as a way to increase educator knowledge and confidence.

Outdoor Spaces for Play and Inquiry Series

New!

Outdoor play has been gaining popularity over the past decade or so, and this series will dive more deeply into how school-age programs can intentionally provide outdoor play affordances for children that move beyond games of tag. The series will explore fun and engaging big body and not so big body outdoor play experiences with low-cost materials and how outdoor play supports children's physical literacy as well as how educators can meet the outdoor play needs of more introverted children. Each of these sessions will be hands-on and interactive with time being spent outside, so make sure that you review the weather forecast and come prepared to have fun!

Series Objectives

Participants will have the opportunity to explore various concepts found in outdoor play and consider how it aligns with their program • Participants will have the opportunity to reflect upon the current research linking outdoor play and health benefits for infant to school age • Participants will have the opportunity to gain practical strategies to utilize in their day-to-day planning with children.

Session 1 - Beyond Tag: Planning for Big Body Play Outdoors

How Does Learning Happen? Ontario's Pedagogy for the Early Years encourages us to view outdoor play as time for discovery and learning rather than simply a place to blow off steam, which has shifted our lens on how we view outdoor play. However, there is still a role for big body active play within the day. This session will look at how educators can intentionally plan outdoor play to meet children's need to be physically active and support them to meet Canada's physical activity guidelines. The session will explore how educators can plan a variety of low-cost big body outdoor experiences for children of all ages, with participants having opportunities to try out a variety of experiences. Participants will engage in fun, hands-on experiences that will take place outside, so make sure that you review the weather forecast and come prepared to have fun!

Session 2 - Large Loose Parts in the Outdoors

This session will explore what schema play is and how it can support educators to intentionally plan outdoor play experiences for children of all ages, using a variety of loose parts. Participants will explore Simon Nicholson's theory of loose parts and be introduced to Fraser Brown's 'compound flexibility' after which they will investigate how schema play, loose parts, and compound flexibility all work together to support children's outdoor play affordances. Once educators have uncovered the why behind the theories and how they can support intentional planning for outdoor play with loose parts, participants will gain practical strategies to utilize large loose parts for outdoor play with children. Come prepared for the weather as we'll be going outside to 'Mess About' with loose parts experiences.

Session 3 - Outdoor Creative Art Play

Outdoor creative art experiences not only stimulate creativity, they also build brain capacity by providing many new problems to solve with natural materials that are abundant. That's the understanding educators have when they say 'open-ended art' is a process where children construct their own learning. The more children direct their own art activities, the more learning and brain development takes place.

Promoting Health, Safety and Wellbeing within Early Learning Environments



Inspiring excellence in early learning and child care



Building Your Bounce: Simple Strategies for a Resilient You

High levels of stress, burnout, and secondary trauma are the reality for too many human service programs and can have a negative impact on both staff and children. Research informs us that promoting staff resilience is an important component of preventing compassion fatigue and secondary trauma that can lead to burnout. Staff working with vulnerable children and families need our support! Programs also want to ensure that parents have the resilience they need to be able to promote resilience in their children.

- **Session 1:** *Examining Our Own Risk and Protective Factors*
- **Session 2:** *What Resilience Means to Me*
- **Session 3:** *Introduction to the Devereux Adult Resilience Survey - 23 Questions That Can Change the Way You Look at Life*

Reaching IN...Reaching OUT

Promoting Resilience in Adults & Young Children Since 2002

RIRO Resiliency Skills Training is an evidence-based, two-part program for service providers who work with children from birth to eight years.

The training uses a relationship-based, cognitive-behavioural and social problem-solving approach to prevent depression and promote resilience in children under eight years. Adapted from 35 years of research by Dr. Martin Seligman and colleagues at the University of Pennsylvania, the RIRO program is designed to **help adults help young children** steer through life's inevitable bumps in the road and make use of opportunities for optimal growth and development.

Research shows that children as young as two years begin to copy how adults in their lives respond to daily stresses, serious challenges and opportunities for growth. When adults use the RIRO skill-set in their own lives, **they become role models for children** by demonstrating effective thinking and coping strategies in response to both adversity and opportunity.

Part 1 introduces **adults to key resiliency research and skills** that enhance self-regulation skills and promote a "resilient" perspective and flexible approach to handling conflict, problems and everyday challenges.

Part 2 helps adults **apply the resiliency skills directly with children** by:

- increasing their understanding of children's thinking and behaviour
- supporting children's development of seven critical abilities associated with resilience
- introducing child-friendly approaches using children's literature, puppets and resilience-building activities.

The ECCDC is Proud to Offer RIRO Resiliency Skills Training

*a relationship-based program that
helps children 'Bounce Back'*

**Part 1: ADULT SKILLS and
Part 2: CHILD APPLICATIONS**



Promoting Health, Safety and Wellbeing within Early Learning Environments



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Summer Recharge Series

Part 1

Part one of this summer recharge will focus on the therapeutic properties of herbs and the benefits of incorporating herbs into our programs to support the foundations for well-being and belonging as outlined in *How Does Learning Happen?* This session will support educators in gaining some new strategies to increase children's levels of relaxation and mindfulness through the availability of herbs, meditation, aromatherapy, and food. Educators will have an opportunity to reflect upon the ways in which they can create an herb garden within their program while *Messing About* to figure out what is needed to implement into daily practice.



Part 2

The second part of this summer recharge will support educators in considering how to bring out their own creative inner self and the ways in which they can encourage and enhance children's creativity within their own early learning and child care setting. The session will provide opportunities for educators to use the medium of clay and introducing the medium to children. Clay is an amazingly versatile natural material to use in outdoor environments, with natural and found loose parts from nature. For this relaxing creative arts session, you will be invited to collect natural and found loose parts from nature which can also be transitioned into your programs with children. Like in our work with children, participants will be encouraged to choose a 'sit spot' (connection to Indigenous Peoples traditions). Educators will discover more about sensory connections between clay and the natural outdoor world within our immediate communities and beyond. Time will be given for reflection to consider how the use of clay can be woven into our early learning programming both indoors and outdoors.

Supporting Children in Developing a Practice of Mindfulness

Mindfulness is a simple technique that emphasizes paying attention to the present moment in an accepting, nonjudgmental manner. As we reflect upon *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the foundation of well-being, it speaks to lifelong learning habits. Habits formed early in life will inform behaviours in adulthood, and with mindfulness we have the opportunity to give our children the habit of being peaceful, kind, and accepting. At each developmental stage, mindfulness can be a useful tool for decreasing anxiety and promoting happiness. When we teach mindfulness to children, we equip them with tools to build self-esteem, confidence, manage stress, and skillfully approach challenges. The earlier we do so in their young lives, the greater the opportunity to help them cultivate resilience and develop and refine their mindfulness practice as they mature. This session will offer resources and experiences that will highlight the benefits of mindfulness and enhance your curriculum for children of all ages.



Taking Care of Me to Take Care of You Supervisor Wellness Session

During the session Supervisors will have an opportunity to explore the key aspects of workplace wellbeing that can support not only their own wellbeing but that of their staff team. Participants will engage in discussions on returning to the workplace post-pandemic, sharing their journey, and tips and tricks they have discovered. We will review the reasons for burnout and understanding ways to avoid it for their own career and those of their staff team. Links will be made throughout the session to Ontario's Early Learning Frameworks that can be shared. To finish off the session, a large group brainstorm will take place exploring ways to share back with team and implement and track success.

Nurturing Children's Healthy Development - Connecting Children to a Love of Food

How Does Learning Happen? Ontario's Pedagogy for the Early Years offers educators guidance and reflection on the importance of incorporating daily practices that nurture children's healthy development and support their growing sense of self. In this session, participants will have the opportunity to explore ways to set up a positive food environment, consider early experiences that encourage connection to food and conversation, reflect on what this could look like throughout their early learning environment, and how this information can be shared with families.

Promoting Health, Safety and Wellbeing within Early Learning Environments



Inspiring excellence in early learning and child care



Nurturing Mindfulness in Early Learning: A Continuum of Learning - A New Series!

Mindfulness is a simple technique that emphasizes paying attention to the present moment in an accepting, nonjudgmental manner. As we reflect upon *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the foundation of well-being, it speaks to lifelong learning habits. Habits formed early in life will inform behaviours in adulthood, and with mindfulness we can give our children the habit of being peaceful, kind, and accepting. At each developmental stage, mindfulness can be a useful tool for decreasing anxiety and promoting happiness. When we teach mindfulness to children, we equip them with tools to build self-esteem, confidence, manage stress, and skillfully approach challenges. The earlier we do so in their young lives, the greater the opportunity to help them cultivate resilience and develop and refine their mindfulness practice as they mature. This session will offer resources and experiences that will highlight the benefits of mindfulness and enhance your curriculum for children of *all ages*.

Participants are invited to attend the Educator Session as a start to their mindfulness journey and then choose their age group pathway. You may choose more than one age group pathway if desired.

Session One: Taking Care of Ourselves as Educators

As we have been navigating the pandemic, we have also been navigating our wellness practices and as we move out of the pandemic what can we consider to keep the momentum? What wellness looks and feels like will be different from educator to educator, and wherever you are in your wellness journey, it's important to remember that you are the creator of your own path. By recognizing this and choosing to stay in the present, you can grow more confident in your wellness choices and keep the momentum going on your personal journey. During this session participants will have the opportunity to review their past goals, explore tools and resources that have been shared with the early learning community, consider new tools and resources that will support keeping the momentum of their journey, and map out the next leg of their journey.

Session Two: Supporting Infants and Toddlers

While infants may not be able to express their feelings with anything but crying, they can recognize voices and the scents of their caregivers. Mindfulness at this age is about connecting to their senses, building your relationship and trust with each child, and consider how they are seeing the world. For our toddlers, mindfulness strategies revolve again around the senses and starting to layer in the ways for children to recognize what they're feeling on the inside, label the feelings, and consider how their body connects to these feelings.

Session Three: Mindful Experiences for Preschoolers

For preschool children we can start to layer in simple games and experiences that can be highlighted within your curriculum as learning experiences. Current research is showing huge benefits in terms of relaxation, stress relief, and, inevitably, enhanced learning when mindfulness practices are woven into daily practices. We will explore research that has been conducted that proves the many mental benefits of mindfulness as well as the way it promotes self-regulation as well as what this looks like in practice through learning experiences.

Session Four: Mindfulness for the School Ager

In working with school age children, we can incorporate mindfulness as a useful tool for decreasing anxiety and promoting happiness. School age children today are faced with an unprecedented amount of stress and anxiety. Mindfulness is a powerful tool that as educators we can include in our daily practice to support children in calming themselves, focusing their attention, and interacting effectively with others, all critical skills for functioning well in school and in life. We will explore ways in which to engage both children and families in mindfulness practices.

Inspiring Leadership in Early Learning and Child Care



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Risk Taking in Play Series

In this engaging training series, we delve into the topic of risky play and its significance in children's development. With growing concerns around safety regulations and their impact on children's play, it's crucial for educators to understand the history, benefits, challenges, and practices related to risk taking and foster open dialogue that support opportunities for adventurous play.

Session One: Reflecting on the Story of Risk and Challenge in Play

With increasing concern about dangers and injuries leading to the escalation in regulation and provisions for the safety of young children, children's opportunities to engage in risky play has changed. When we reflect on our favourite childhood experiences, chances are they took place outside and unsupervised. In this session, we will reflect on the history of risky play, the impact of legislation, and how current legislation can support or hinder us in our role as educators to support children to take risks during play.



Session Two: The Role of Risk Taking in Play

A wealth of research has investigated the benefits, challenges, and practices around risk taking in our early learning programs. At the center of learning and teaching experiences is the openness to taking risks and engaging with mistakes in meaningful ways. In this session we will look at the role risk taking has in fostering children's optimal health and development and how we can recognize risk and challenge during our daily activities.

Session Three: Conversations about Risk and Challenge

Risk taking in play gives children the opportunity to extend their limits and learn life skills. How we reflect on our approaches to risk assessment and play with families and colleagues has an impact on the practices within our programs and how we plan for adventurous play. Join us as we look at how we include the voices of the families and colleagues in our programs, how we can reconcile our knowledge of the benefits of risk taking in play with families' views, and how we can support the risk-averse view of others while also creating opportunities for conversation and open dialogue.

Navigating Your New Supervisory Role A Three Part Series

Exploring the principles, knowledge, and practice to navigate your journey as a Supervisor in supporting your team to engage in conversations around accessibility and un-disabling environments and risk versus hazard considering risk-benefit analysis by utilizing a collaborative decision-making approach. Participants will have an opportunity to explore resources, research, and guiding documents to support their role as they navigate the ever-changing early learning landscape.

Session 1 – Principle of it All

Participants will have an opportunity to reflect upon the research and theory behind the current and emerging concepts that early childhood educators are incorporating within their daily practice and environments. A collaborative decision-making process will be explored to actively support and engage educators in the implementation of practice and protocol.

Session 2 – Knowledge of Knowing

Participants will have the opportunity to consider the why behind the requests that they are receiving from educators regarding current and emerging practices. Thought will be given to what program staff at all levels within the organization need to know and understand behind current and emerging early learning practices and how a pedagogical decision-making approach can be utilized.

Session 3 – Let's Practice

Participants will have an opportunity to contemplate how they can support educators in bringing to life the program's vision, principles, and objectives that have been developed using a collaborative and pedagogical decision-making lens. At the same time, working in collaboration with the team to connect the principles and knowledge based on resources, research, and guiding documents.

Inspiring Leadership in Early Learning and Child Care



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Pedagogical Leadership Series 1 for Child Care Centre Supervisors

This special new series with the ECCDC Coaching and Mentoring Team has been designed especially for Child Care Supervisors to support their ongoing and ever-evolving role that has shifted and changed with the implementation of *How Does Learning Happen?* A new transformative part of your role is how you may support your team with implementing *How Does Learning Happen?* through rethinking their practices, deeply studying children by observing and documenting, and how you can empower your team to thrive in times of change. Supporting your team through side by side mentoring is a powerful tool to help them in shifting their thinking and reflecting upon new practices.



Session One: Strengthening Your Leadership Role

Conversations will include the following prompts

Shifts Supervisors have made to support pedagogical practice • Difference between their role as pedagogical leaders and their role in supervision of staff. How are these roles different? How are these roles the same? • Strategies for encouraging staff members and supporting their shift in practice through a culture of mentoring • Developing some expectations that the ED Team and Supervisors have regarding growth and development of the Team following the training. What are some key things they want to monitor and support within their teams? • How can these key expectations be built into performance management of all staff at all levels?

Session Two: Gaining Strategies for Side by Side Mentoring

This workshop will include strategies to support Supervisors in shifting their practice to build in a new side by side mentoring framework within their daily practice to support their team's ongoing development and implementation of *How Does Learning Happen?*

Pedagogical Leadership Post Training Conversation Café

Participants of Pedagogical Leadership Series 1 are invited to join a lively dialogue as a follow-up to the training. This gives participants some time to reflect on and reconsider the changing aspects of their roles. The session will provide lots of opportunity for informal conversation related to the ways in which the strategies and ideas that were discussed during the training have inspired thinking and practice.

Pedagogical Leadership Series 2 for Child Care Centre Supervisors

An invitation to those on a journey of Pedagogical Leadership and past participants of ECCDC's first Pedagogical Leadership series to reflect on your experiences, share your thoughts, provoke thinking and expand practice. Participants will have an opportunity to engage in conversations, share experiences and enhance opportunities that support both the pedagogical leadership team and their practices. The two-day series will continue the conversation of how pedagogical leadership has impacted your staff team, reigniting the community of practice, empowering and enabling pedagogical leaders to move to the next step and provide opportunities for self care, mindfulness and team building.



Day 1: Pathways to Explore Your Pedagogical Leadership Journey

- Bringing pedagogical leaders and supervisors back for a reflective conversation regarding their pedagogical leadership journey
- Celebrating successes
- Sharing experiences
- What now? Explore research questions to dig deeper and build your practice
- Support for the team

Day 2: Enhancing Team Dynamics Through Inspirational Leadership

- Engaging Educators in the creation of a Team Improvement Plan
- Self Care Plan
- Mindfulness
- Team building
- Investing in Educators for Organizational Ownership

Reflecting on Pedagogical Leadership Journey

As a follow up to ECCDC's Pedagogical Leadership series, participants are invited to join fellow pedagogical leaders for lively dialogue chronicling their journey. Participants will have opportunities to reconnect with educators and to reflect on and reconsider the evolution of their role as pedagogical leaders. During the session there will be time to engage in informal and facilitated conversations with fellow pedagogical leaders; to celebrate successes, and share thoughts, ideas and strategies that have inspired their thinking and practice on their journey thus far. Participants will then shift into considering new theories, materials, and resources to support the continued impact of their role as a pedagogical leader.

Inspiring Leadership in Early Learning and Child Care



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Roles of the Modern Reflective Educator

Whether the educators are the architects, coaches, or storytellers, this multifaceted approach to early learning plays an important part in planning purposeful and intentional experiences that foster children's development, engages families, and provides opportunities for critical reflection. In this webinar we will look at ways we can strengthen our roles as educators, explore how each of these roles are important in your program and examine the roles our colleagues and families play. Let's come together to highlight the view of the modern educator, the current role they play, and the many hats they wear.

What Does Indoor Risk Look like for Child Care? Supervisors

How Does Learning Happen? Ontario's Pedagogy for the Early Years highlights the importance of providing children with interesting opportunities for a reasonable degree of risk taking and as educators we have become familiar and confident with supporting children's risk taking in play. However, much risk taking for children tends to take place in our early learning and child care program during active outdoor play and often focuses on physical risk taking. This session will explore all forms of risk taking during children's play: physical, emotional, and social risk and how educators can facilitate experiences during indoor play for all age groups.

Making the Most of Your Professional Learning Experiences Series

Session One: Goal Setting for Your Professional Learning Experience

As educators, engaging in ongoing continuous professional learning is part of the cycle of learning. When educators register for a workshop, how do they plan their goals? In this session, participants will engage in discussions for goalsetting around the topics of self-reflection, strengthening daily practice, increased understanding of current theories and research, encouraging professional communication and collaboration with colleagues, and supporting their personal growth and development. Goalsetting plans, tools, and resources will be shared with participants for consideration and to incorporate within their learning journey.



Session Two: Strategies for Sharing Learning with Colleagues to Leverage Information within Programs

In this session, participants will explore ways to share their learning from professional development sessions with their colleagues. Both virtual and in person approaches will be shared, as well as strategies that support multiple learning styles. Educators will also have the opportunity to network and reflect on how they share information with their staff teams. Participants will leave with ideas on how and why sharing information with colleagues will benefit their team.

Session Three: Sharing Learning with Families and Community through Digital Media

In this session, participants will explore ways to share their learning from professional development sessions with families and community partners. Strategies for connecting with families, both virtually and in person, will be shared, as well as a variety of tools and platforms educators can use for daily communication and co-learning opportunities.

Strengthening Early Learning Programs and Small Business Operational Strategies



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Implementing the *Code of Ethics and Standards of Practice* and our Continuous Professional Learning Program into Daily Practice **Four Part Series**

The series is set to support Registered Early Childhood Educators navigate their continuous professional learning plan while weaving their plan into daily practice. We will explore the purpose and meaning of the *Code of Ethics and Standards of Practice* as it relates to our work. What can you be doing, what might your plan look like, how can the ECCDC support your learning – these are all questions that we will be reflecting upon throughout the four-part series. The first session will be laying the foundational pieces and connecting the dots of your plan, available support, ways to learn, and engaging in conversations with colleagues on their journey. As we move through Parts 2 – 4 we will be breaking down each Standard of Practice, reviewing the Principles, Knowledge, and Practice. As we review each Standard, we will be accessing a variety of resources such as videos, articles, research, books, etc., that will provide opportunities to connect the dots. Through this process educators will have an opportunity to further examine how each Standard links to their practice and research ways to implement them into their continuous professional learning plan.



- **Part 1:** *Connecting the Dots*
- **Part 2:** *Standard I: Caring and Responsive Relationships and Standard II: Curriculum and Pedagogy*
- **Part 3:** *Standard III: Safety, Health and Well-Being in the Learning Environment and Standard IV: Professionalism and Leadership*
- **Part 4:** *Standard V: Professional Boundaries, Dual Relationships and Conflicts of Interest and Standard VI: Confidentiality, Release of Information and Duty to Report*

Pandemic Reflections Series Learning Journey

The early learning and child care field has experienced a unique year that has presented itself with unique challenges and exciting opportunities. In reflecting upon the year, we have learned so much which has changed our daily practice. In the series we will be exploring the ideas that link into Community Strategies for Engaging Families, Documentation for Early Learning Environments, Provoking Children's Learning through Outdoor Experiences, and Considerations for Unique Program Design. The sessions were created from feedback and learning within the early learning community as well linked to research. Participants will have an opportunity to reflect upon daily practice, engage in conversations with fellow educators, consider ways for implementation, and action plan for moving forward. We look forward to exploring this journey of learning with you.

Session 1: Engaging Families in New Ways with Lessons Learned

- Reflecting on the importance of being positive, flexible, and resilient.
- Consider using different forms of media to reach out to individual families.
- Explore creative ways when sharing children's learning experiences with families (scrapbooks, handmade cards).
- Enhancing family involvement in their children's learning.

Session 2: Rethinking Documentation Strategies for Early Learning Environments

- Reflecting on the importance of documentation to share learning.
- Consider using different forms of documentation.
- Explore creative ways of sharing documentation with families.
- Enhancing connections with children, families and educators through documentation.

Session 3: Provoking and Extending Children's Learning through Outdoor Experiences

- Reflecting on the importance of outdoor experiences for children.
- Consider using different kinds of experiences offered within the outdoor space.
- Explore creative ways to bring in materials for children to explore.
- Enhancing family's understanding of the importance of outdoor play experiences.

Session 4: Considerations for Unique Program Design

- Reflecting on the importance of the program environment and design.
- Consider using different layouts and materials within the design.
- Explore creative ways to include loose parts.
- Enhancing families' understanding of the why behind the materials chosen within the program design.

Strengthening Early Learning Programs and Small Business Operational Strategies



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Team Reflection Series focusing on Communication, Ethics and Professionalism linked to CECE's Code of Ethics and Standards of Practice

Session 1 - Principle

- Positive Communication Strategies with Colleagues, Families and Children
- Revisiting Expected Work Ethics and relating to CECE *Standards of Practice and Code of Ethics*
- Professionalism: Our Role in Working with Children, Families and With Each Other as a Staff Team

Participants will explore the following concepts: weaving ethics and professionalism into practice with the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*; developing respective and effective communication strategies with children, families, and colleagues; and gain new ideas for building strong, professional relationships. The College's Scenario – Communication and Collaboration will be used within the session.

Session 2 – Knowledge

- Reflecting upon Diversity and Inclusion from the College of ECE Diversity and Culture Practice Guideline.

Participants will have an opportunity to reflect upon the importance of understanding your own beliefs and bias, and to consider how they influence daily practice, explore ways to build relationships and communicate across differences, and discuss how to co-create culturally responsive, inclusive learning environments that are welcoming for all children, families, and caregivers.

Session 3 – Practice

- Reflecting upon your Program Statement as it relates to Diversity and Inclusion
- Reviewing any related Policies
- Conversation on Diversity Related Values and Agreements for Working with One Another

Participants will have an opportunity to engage in conversation using the tips and tricks worksheets, provided through the Ministry of Education website, to reflect upon how they are demonstrating the ways in which the organization supports diversity and inclusion. The team will also be able to review any related policies and discuss their values and working agreements.



Tips and Tricks for Hosting Effective Meetings and Training Over Zoom

Educators are invited to join this session to learn the many functions and features of using Zoom Meeting and Zoom Webinar in planning effective meetings with your Team, families, and community partners.

Strengthening Early Learning Programs and Small Business Operational Strategies



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Fundamentals of Building a Strong Collective Team Series

What are the fundamentals of building an educator team made up of diverse individuals? How can we establish a team that enthusiastically engages with colleagues, embraces organization values, and contributes to the overall success of the program? As Supervisors we need to consider the process of team building to understand how implementing best practices within our educator team will guide us towards an end goal of being a strong collective team. The series will follow a continuum of learning to support Supervisors wherever they are on their journey of team building.

Session 1: Fundamentals of Team Building

The fundamentals of team building give us pause to consider the understanding of mutual respect, the interpersonal skills of listening and talking, the creation of guiding principles, the atmosphere of being non-competitive which does not involve winners and losers, and having the stage set for mutual inquiry. As Supervisors we also need to weave in a blend of different personalities, establish an atmosphere of trust, encourage open and honest communication, the ability to compromise, as well as the opportunity to work and play as a team.

Session 2: Collective Team Mindfulness Strategies

When we consider mindfulness as a team it is important to explore the research that is showing us when individuals and teams routinely engage mindfully with each other, mindfulness becomes a social norm and mindful practices become processes and routines that turn entire programs into mindful organizations. The idea of team mindfulness strategies also lay the groundwork for stronger communication skills which can lessen the number of conflicts where neither party is necessarily right or wrong but instead, different perceptions or ideas collide to create disagreement. We need to understand that conflict is natural and how quickly and professionally we respond to conflict situations can lead us towards a positive outcome.

Session 3: Implementation of Best Practices for Building a Strong Team

The journey through the fundamentals of team building and mindfulness strategies will start to show us how we can implement these best practices to shape a strong team. Best practices we might explore for our team could include setting up opportunities for cooperation and collaboration that create a climate of problem solving, considering experiences that reduce stress and improve relationships, increasing the amount of time for creativity and productivity, and enhance the overall staff morale and teamwork. As compassionate leaders how we care for and hear the voices of our educator teams will frame how we grow our organizational culture.

Reflect and Revitalize: Onboarding Educators and Families While Bringing Your Program Statement and Centre Values to Life Series

Are you ready to breathe new life into your onboarding processes and program statement to create a more cohesive team and early learning and child care program? Join us for a dynamic and collaborative series designed to deepen your understanding and enhance the impact of both your onboarding processes and program statement. We will be exploring the connection between the foundation of your mission, vision, values and program statement. Don't miss this opportunity to reconnect with your core values and inspire your team and families!

Series Objectives

- Understand the purpose and components of a mission, vision, values, and program statement in supporting your organization.
- Develop strategies for effectively communicating onboarding processes and program statement to educators and families.
- Identify methods and techniques to engage and reflect with educators and families within the program utilizing the onboarding process and program statement.



Session 1 – Onboarding Educators

In this session, participants will dive into the heart of their program by exploring its vision, mission, and core values. Educators will gain clarity on their roles and responsibilities, ensuring alignment with your program's foundational principles. Participants will be equipped with practical strategies to effectively integrate the program's philosophy into their teaching practice and foster a cohesive learning environment. Through detailed explanations, real-life examples, and reflective conversations, educators will leave empowered to uphold the program's goals while nurturing a supportive educational journey. This session is designed not only to onboard educators effectively but also to enhance retention by fostering a strong connection to your program's mission and values.

Session 2 – Onboarding Families

Families feel welcomed and informed as they enrol their child in your program. The process is crucial to build a strong foundation and relationship with the family as highlighted within *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Within the session we will highlight how providing a thorough onboarding experience will provide an opportunity to gain a deeper understanding of the family's goals for their child and consider how your program's mission, vision, and values align with their expectations of your program.

Session 3 – Moving Forward with Your Program Statement

In this session, participants will identify key elements in program statements that inform decision-making, such as values, goals, and pedagogical approaches. You'll discover techniques to engage staff and families in ongoing conversations about the program statement and its implementation, fostering a sense of community and shared vision. Additionally, you'll learn how to align your program statement with goal setting and staff performance evaluations to ensure consistency and clarity. We'll also explore opportunities for supervisors to support and share program statements with their teams, encouraging input and development.

Other Special Opportunities Available



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Book Study

Has your community considered starting a book study? ECCDC can support you with a book choice, procure the book and resources, and develop a framework and implementation of the book study. The book study group would allow for deep conversations, networking, and building relationships between educators. The topics of focus will be created in consultation with the group to support their continuous professional learning. There will be opportunities to shape this book study to meet the unique needs of the educators.

Community of Practice

Have you been wanting to start a Community of Practice? A Community of Practice is a group of professionals who share a concern or passion about a practice topic and who wish to learn how to improve this area of practice by communicating and collaborating with each other regularly over time (these have historically been known as 'networks'). This session will look at how you can develop local communities of practice which leverages your community's expertise to keep the communities of practice operating and will include tips on how to review your community's interests through consultation to create an action plan to enable local facilitation and implementation of Communities of Practice. ECCDC will also be available to support your community in the setting up of your new communities of practice.

Conversation Cafés

to Follow Up with any Customized Training Series

Are you interested in developing Conversation Cafés? ECCDC is available to support you with the creation, facilitation, and development of a Conversation Café framework. As an organization or community, you may be interested in further exploring ideas from a series or exploring a topic of interest for your continuous professional learning. ECCDC would connect, through consultation, to develop a framework for Conversation Cafés that meet the interests of the educator teams.

Participants would be invited to join a lively discussion as a follow-up to the training. This gives participants some time to reflect on and reconsider the changing aspects of their roles. The session will provide lots of opportunities for informal conversations related to the ways in which the strategies and ideas that were discussed during the training have inspired thinking and practice.

Do you want to engage your team by offering a staff retreat or motivational team building day? If so, the ECCDC can help!

The ECCDC has supported many organizations in planning engaging and innovative staff retreats. There are several options that may be selected which could include a motivational keynote presentation along with fun, interactive team-building activities. The keynote below is one example of a motivational session that may be offered. The following options are activities that have been offered at past retreats:

- picnic lunch
- drumming ceremony
- paint and art activities
- yoga

Keynote Option: Reflecting Upon Your Work in the Early Years and Re-igniting Your Passion

This presentation will inspire reflection and deep conversation to support educators in recognizing the valuable contributions they make, the importance of resiliency during times of significant change and strategies for considering how to include joy, enthusiasm, and fulfillment in our daily practice. The session will also include a fun, interactive quiz including prizes and an opportunity to create a self-reflective tool and as a go-forward plan for including self-reflection into our work as part of an ongoing motivational and mindfulness practice.



Resources Available to Purchase



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Track your professional learning with these items available to purchase from the ECCDC

**Professional Learning
Tracking Portfolio \$15**

**Reflective Practice
Journal \$5**

**Pad of Refill Tracking
Pages \$10**



With sections for tracking professional learning attendance, certificates, articles, etc., the **Professional Learning Tracking Portfolio** makes it easy to document your professional learning!

The ECCDC exclusive **Reflective Practice Journal** is designed as a tool to support individuals on their reflective practice journey (lined pages).

The **Pad of Refill Tracking Pages** is for the Professional Learning Tracking Portfolio and includes five pages of refills for each section (total 25 pages).

Resources

Available to Purchase

Interested in purchasing resources to support some of the topics outlined in this publication? Here is a look at some of the resources on our estore that we can purchase on your behalf.

Innovative Environments



Designs for Living and Learning - Transforming Early Childhood Environments by Deb Curtis and Margie Carter



Wild Learning by Rachel Tidd



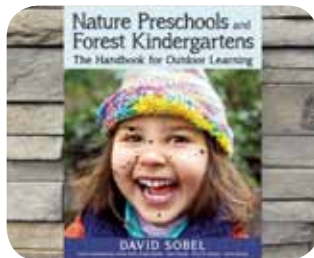
Lens on Outdoor Learning by Wendy Banning & Ginny Sullivan



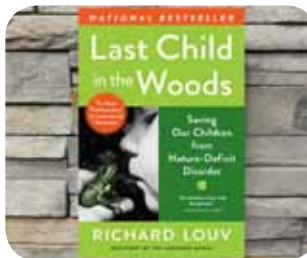
Risk & Adventure in Early Years Outdoor Play by Sara Knight



Inquiry-Based Early Learning Environments by Susan Stacey



Nature Preschools and Forest Kindergartens by David Sobel



Last Child in the Woods by Richard Louv



Balanced and Barefoot by Angela J. Hanscom

Resources Available to Purchase

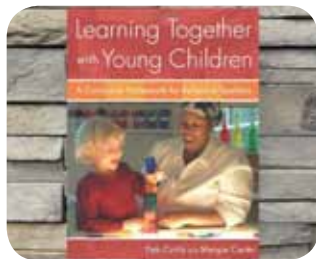


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Resources Available to Purchase

Interested in purchasing resources to support some of the topics outlined in this publication? Here is a look at some of the resources on our estore that we can purchase on your behalf.

Leadership Resources



Learning Together with Young Children: A Curriculum Framework by Deb Curtis and Margie Carter



The Art of Leadership: Leading Early Childhood Organizations

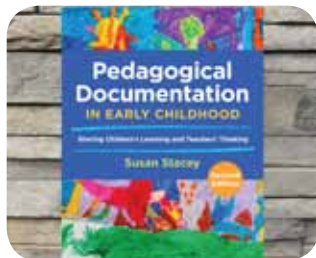


The Art of Leadership: Developing People in Early Childhood



The Art of Leadership: Promoting Early Childhood Services Organizations

Observation and Documentation



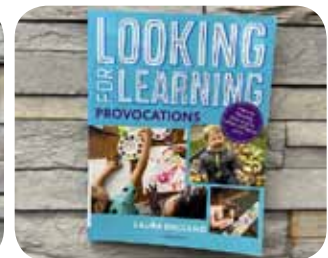
Pedagogical Documentation in Early Childhood by Susan Stacey



Curriculum Planning, Observation and Reflection Tool, created by the ECCDC










Learning Stories in Practice by Margaret Carr & Wendy Lee



Looking for Learning Provocations by Laura England

Testimonials from our Stakeholders

-  "ECCDC is a great place and my staff and I will drive for almost 2 hours to attend training sessions whenever we can. The training you provide is current and very affordable."
-  "The customized training that you provided for our staffing team had a huge impact. Many of the staff have incorporated the learning into their programs and continue to talk about and refer to the methods and activities that were provided during the training. Additionally, the Leadership series, which all our supervisory team attended, was excellent. All of us are integrating aspects of what we learned every day. You have provided us all with an ability to be more reflective of how and why staff work the way they do, and how our management styles impact and support their behaviours and practices."
-  "Have been to a few workshops and have had ECCDC come to Toronto to run workshops for staff. I found that the service provided was very professional and the material was relevant and kept agency staff engaged through the day. I would highly recommend going to a workshop or hosting one with your agency."
-  "The ECCDC is a wonderful place committed to helping educators and children learn, develop and grow. The training events are so effective and support individuals looking to succeed. I would recommend to students, educators, and families looking to become more competent in working with children."
-  "I've found that the ECCDC is very helpful at tailoring workshops to meet our needs as an organization and coming out to Durham is also a great advantage for us. The facilitators of the workshops we have taken are responsive to our needs and provide workshops that leave our staff feeling refreshed and motivated."
-  "Customized Training provided was great and I was most impressed at the organization's ability to consult and plan the training collaboratively with us to meet the professional development goals of the session."
-  "I have enjoyed many of your workshops. I always leave them feeling inspired. I love the opportunity to hear from a variety of experts in the Early Childhood Education field and to connect with like-minded individuals. I have received valuable resources and learned so much. You feed my soul. I can't say enough about how wonderful your professional learning opportunities are. I tell everyone about you. Thank you!"



Not part of the ECCDC's email community? Sign up by emailing eccdc@eccdc.org to receive information about upcoming sessions and other news of importance to early learning and child care professionals.



For details about any of these unique training sessions, contact:

Early Childhood Community Development Centre

3550 Schmon Parkway, Thorold, ON L2V 4Y6 | 905.646.7311 ext. 304 | eccdc@eccdc.org | www.eccdc.org

Visit our Estore: www.eccdc.org



Esteem - Professional Learning Customized for Your Team – Innovative Opportunities Offered In Person or Virtually is designed by the Early Childhood Community Development Centre