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’ Standards of Practice. These sessions can be customized and delivered directly to your staff team — and at your location!
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 20 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 for 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.
FAQs & Inquiries

I’m looking for specific training, and it’s not in Esteem - Outside Niagara Edition. 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 Arial 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.

~ Loris Malaguzzi

Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal change, teaching can strengthen learning how to learn.
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Our job is too difficult and too beautiful to do alone.
~ Amelia Gambetti, Reggio Emilia, April 2015
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? Are you looking to build a culture-based approach that strengthens your values as a team? Are you and your educators trying to make sense of all the recent pedagogy and legislation changes? If you are this whole team, reflective approach has been designed for you! The two-part training series is designed to enable teams to build their own community of practice based upon intentionality, reflection, values, authenticity, and deep relationships. The Institute will be delivered over two full days. Teams will be grouped together within a reflective practice circle to engage in conversation and hands-on experiences together throughout the two days. Attendance at both sessions is needed to receive a How Does Learning Happen? Theory to Practice Certificate.

Day One
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; and setting the foundation of planning through How Does Learning Happen? Ontario’s Pedagogy for the Early Years.

Day Two
Day two will explore the following concepts: strengthening relationships through authentic family engagement strategies; investigating the principles of a Reggio Emilia inspired program and emergent curriculum; making children’s learning visible through a practice of observing and documenting children’s play; and building a culture of reflective practice.
Pedagogical Leadership Series 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?*

**Session Three: Side by Side Mentoring In Person Shadowing**
The ECCDC Coaching and Mentoring Team will visit your program to work alongside your Supervisors and Teams to offer ongoing guidance with implementing the strategies gained through the Side by Side Mentoring Session. On-site visits to be determined with Supervisors during the course of the series.
Observing and Documenting Professional Learning Series: Communicating Children’s Learning through Pedagogical Documentation

*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 two-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.
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.
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.
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.
Nurturing Brilliant Minds:  
A Professional Learning Series for Educators of Infants and Toddlers

Outdoor Play
Outdoor Play 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 non-mobile 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.

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? If this is something that you have been wondering about and is something that sparks your curiosity, then come and join fellow like-minded Educators to 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.
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.

ECCDC’s Top 20 Strategies for Naturalizing Your Early Learning Environments

This workshop is specially designed to support educator teams in designing innovative indoor and outdoor environments. Participants will receive 20 of our best strategies in bringing natural, open-ended materials into early learning environments. Additionally, the workshop will provide opportunities for educators to consider how to plan and set up environments that foster child centred learning both indoors and outdoors while incorporating the values of the children, families and staff.
Innovative Strategies for Engaging Families in the Early Years

Join ECCDC Coaching and Mentoring Team Staff for this three-hour session to learn new strategies in building positive relationships based on mutual trust and understanding with families; and strategies for engaging families in meaningful ways in their children’s learning. The session will include:

- Deepening Understanding of Building Strong, Supportive Relationships with Families
- Hands-on Strategies for Engaging Families in Authentic Ways
- Bridging Theory to Practice for Engaging Families within Early Years Programs
- Considerations for Pedagogy and Planning with How Does Learning Happen?
- Workshop Reflection and Closing

Participants will be given plenty of opportunities to engage in small group discussions to reflect upon the image of the child and how our own values impact the way in which we work with each other, the children, and families.
Sharing the value of unstructured play experiences with families and colleagues

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.

How Schema Play Supports Children’s Learning and Development

Do you ever wonder about children’s repeated patterns of behavior? Why they do things over and over again? Why children play longer with a box rather than the toy that was in the box? Or why toddlers love to hide behind the coats in the cubby area? Or why a child completely covers over the painting they have spent ages creating? The reason why is because they are developing schemas through schema play. We will engage in conversation about the ways you can further support children’s schema play in your early learning environment in this new and engaging, interactive and fun workshop. Participants will find out more about Play Schemas and how to develop schema rich environments and experiences that meet children’s needs and interests. They will have opportunities to engage in thought-provoking conversations with fellow Educators and explore a variety of materials and experiences that support Schema Play.
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.

Strengthening Your Creative Art Program through Open Ended Art Experiences

Are you trying to move towards 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.
School Age Series 1
Speaking the Languages of School Age Children

Part One: Embedding Participation and Consultation within Your School Age Pedagogy
This workshop will investigate how Educators can involve young people, through genuine participation and consultation, within their school age programming to truly give them a voice. If you would like to empower 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 young people opportunities for participation supports local, provincial, national, and international objectives.

Part Two: Physical Literacy in School Age Programs
Adults assume that young people are naturally active; however, current research is indicating 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 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.
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.
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.
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

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 seminar 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-hour seminar, 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.
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?
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.
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 respective 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 afternoon will inspire conversation related to strengthening relationships through authentic family engagement strategies and planning from a value, strength, and asset-based approach.

Session Three: 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. 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.
Session Four: Documentation Panels and Learning Stories

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

Session 5: Supporting Risk and Challenge

How can we provide risk and challenge for 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.

Session 6: 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 for families.

Session 7: What does How Does Learning Happen? look like with Families?

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

Session 8: Making Children’s Learning Visible

Educators can become co-learners with children and families through valuing children’s experiences and valuing both children's and families' perspectives. How Does Learning Happen? Ontario’s Pedagogy for the Early Years is encouraging educators to move beyond simply providing activities for children and families. We are being asked to think deeply about the context and meaning behind children’s and families’ experiences, thinking and learning in a more complex way. So how can Educators make children’s learning visible with families? How can pedagogical documentation support the shift and highlight the intentionality?
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: 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 A Thinking Lens for Reflection and Inquiry® after which participants will be able to Mess About with their invitation to play using Higher Order Thinking Prompts.

Part 3: 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.
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 work-arounds 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.
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.
Track your professional learning with these items available to purchase from the ECCDC

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<tr>
<th>Professional Learning Tracking Portfolio $15</th>
<th>Reflective Practice Journal $5</th>
<th>Pad of Refill Tracking Pages $10</th>
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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 Transforming Early Childhood Environments by Deb Curtis and Margie Carter
- Natural Playscapes by Rusty Keeler
- Lens on Outdoor Learning by Wendy Banning & Ginny Sullivan
- Risk & Adventure in Early Years Outdoor Play by Sara Knight
- Learning with Nature by Claire Warden
- Nature Preschools and Forest Kindergartens by David Sobel
- Last Child in the Woods by Richard Louv
- Balanced and Barefoot by Angela J. Hanscom
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 - Constructing Learner Identities in Early Education by Margaret Carr & Wendy Lee
- The Power of Emergent Curriculum: Stories from Early Childhood Settings by Carol Anne Wien
The Early Childhood Community Development Centre (ECCDC) is committed to supporting early learning and child care professionals by providing them with quick and easy access to resources and materials through our recently launched E-Store. Our E-Store includes a variety of resources that can be purchased and delivered directly to the customer, with categories such as:

- Aboriginal Resources
- Art Materials
- Curriculum Planning
- Ressources Francophones
- Grab & Go Learning Projects
- Innovative Environments
- Loose Parts
- Music & Movement Resources
- Naturalized Materials
- Observation & Documentation Resources
- Supporting Collaborative Relationships
- Technology Tools

Visit our E-Store at www.eccdc.org/shop
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!”