

**eccdc**

September 2023 to June 2024

# **esteem calendar**

*Inspiring excellence in early learning and child care since 1993*

September 2023



sun	mon	tues	wed	thurs	fri	sat
					1	2 ECCDC Closed Labour Day
3	4 ECCDC Closed Labour Day	5	6	7	8	9
10	11	12 Re-examining <i>How Does Learning Happen?</i> Through a New Lens - Session 1 6:30-8:30pm (pg. 22)	13 Supporting the Holistic Development of School Age Children 6:30-8:00pm (pg. 22)	14	15	16
17	18	19	20	21 Tips for Designing and Facilitating an Engaging Parent Evening 6:30-8:30pm (pg. 23)	22	23 How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals - Part 1 9:00-10:30am (pg. 23)
24	25	26 Makerspace for School Agers – Back by Popular Demand 6:30-9:00pm (pg. 24)	27	28	29	30

October 2023



sun	mon	tues	wed	thurs	fri	sat
1	2 Planting and Cultivating Seeds of Mindfulness in Early Learning Session 1 6:30-8:00pm (pg. 25)	3 Growing a Culture of Inquiry Through Teacher Research 6:30-8:00pm (pg. 24)	4	5	6	7 ECCDC closed for Thanksgiving
8	9 ECCDC closed for Thanksgiving	10	11 Collaborative Leadership: Becoming the Leader Everyone Wants to Follow Series - Session One 9:30-11:30am (pg. 25)	12 Social Justice and Advocacy in Early Learning 6:30-8:30pm (pg. 26)	13	14
15	16	17 Re-examining <i>How Does Learning Happen?</i> Through a New Lens - Session 2 6:30-8:30pm (pg. 22)	18 Fundamentals of Building a Strong Collective Team Series Part 1: 2:30-4:30pm (pg. 26)	19 Get Ready for ONCA: Bring Your Own Bylaws – An Interactive Workbook Session 9:30am-2:30pm (pg. 26)  Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers Part 1: 6:30-8:00pm (pg. 27)	20	21
22	23	24 Making the Most of Shared Spaces in Your School Age Program Series Part 1: 6:30-9:00pm (pg. 27)	25	26 Becoming Rainbow Food Explorers: A Joyful, Sensory Approach to Food Education in the Early Years - Session 1: 6:30-8:00pm (pg. 22)	27	28
29	30	31				

November 2023



sun	mon	tues	wed	thurs	fri	sat
			<p>1 Shrink the Reactive Zone: Navigate Workplace Conflict with Ease 9:30-11:30am (pg. 28)</p>	<p>2 Thriving at Work: The Key Factors for Feeling Resilient, Engaged, and Connected 4:30-6:30pm (pg. 23)</p>	<p>3</p>	<p>4</p>
<p>5</p>	<p>6 Planting and Cultivating Seeds of Mindfulness in Early Learning Session 2 6:30-8:00pm (pg. 25)</p>	<p>7 Seeing Parents As Co-Learners Through Active Engagement 6:30-8:30pm (pg. 28)</p>	<p>8</p>	<p>9 Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers Part 2: 6:30-8:00pm (pg. 27)</p>	<p>10</p>	<p>11</p>
<p>12</p>	<p>13 Resilient Conversations: Transforming Conflict into Communication and Collaboration 4:30-6:30pm (pg. 29)</p>	<p>14 Re-examining <i>How Does Learning Happen?</i> Through a New Lens - Session 3 6:30-8:30pm (pg. 22)</p>	<p>15</p>	<p>16 Becoming Rainbow Food Explorers: A Joyful, Sensory Approach to Food Education in the Early Years - Session 2: 6:30-8:00pm (pg. 22)</p>	<p>17</p>	<p>18</p>
<p>19</p>	<p>20</p>	<p>21 Making the Most of Shared Spaces in Your School Age Program Series Part 1: 6:30-9:00pm (pg. 27)</p>	<p>22 Successful and Inspiring Staff Meetings 9:30-11:00am (pg. 29)</p>	<p>23</p>	<p>24</p>	<p>25 How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals - Part 2 9:00-10:30am (pg. 23)</p>
<p>26</p>	<p>27</p>	<p>28</p>	<p>29</p>	<p>30</p>		

December 2023





sun	mon	tues	wed	thurs	fri	sat
					1	2
3	4 Planting and Cultivating Seeds of Mindfulness in Early Learning Session 3 6:30-8:00pm (pg. 25)	5 Understanding the Best Practices of Technology in an Early Learning Environment Series Part 1: 6:30-8:00pm (pg. 29)	6	7 Inclusive Principles to Support Your Daily Practice Series Session 1: 6:30-8:00pm (pg. 29)	8	9
10	11	12 Becoming Rainbow Food Explorers: A Joyful, Sensory Approach to Food Education in the Early Years - Session 3: 6:30-8:00pm (pg. 22)	13	14 Making the Most of Shared Spaces in Your School Age Program Series Part 2: 6:30-9:00pm (pg. 27)	15	16
17	18	19	20	21	22	23  ECCDC closed - 2-week winter closure
24  31	25	26	27	28	29	30

January 2024



sun	mon	tues	wed	thurs	fri	sat
	1 ECCDC closed - week 2 of annual winter closure	2	3	4	5	6
7	8	9 Understanding the Best Practices of Technology in an Early Learning Environment Series Part 2: 6:30- 8:00pm (pg. 29)	10	11 Inclusive Principles to Support Your Daily Practice Series Session 2: 6:30-8:00pm (pg. 29)	12	13
14	15	16 Exploring the Art of Tinkering Series Session 1: 6:30- 9:00pm (pg. 30)	17 Transforming Group Dynamics and Group Conflict 9:30-11:30am (pg. 30)	18 Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment Series Part 1: 6:30-8:00pm (pg. 30)	19	20
21	22	23	24 Fundamentals of Building a Strong Collective Team Series Part 2: 2:30-4:30pm (pg. 26)	25 Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers Part 3: 6:30-8:00pm (pg. 27)	26	27 How Does Learning Happen in a Home- Based Setting? A 4-Part Series for Home Child Care Professionals - Part 3 9:00-10:30am (pg. 23)
28	29 Coping with Challenging Behaviour Series Part 1: 6:30- 8:30pm (pg. 31-32)	30 Extending School Age Learning Series Part 1: 6:30-8:30pm (pg. 32)	31 Collaborative Leadership: Becoming the Leader Everyone Wants to Follow Series - Part 2 9:30-11:30am (pg. 25)			

February 2024



sun	mon	tues	wed	thurs	fri	sat
				1 Fostering Resilience in Niagara: Trauma-Informed Workshop 6:30-8:30pm (pg. 32)	2	3 FLIP IT: Supporting the Social and Emotional Development of Young Children and Reducing Their Instances of Challenging Behaviours Part 1: 8:30-10:00am (pg. 32)
4	5 Book Study: Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion Part 1: 6:30-8:00pm (pg. 33)	6 Understanding the Best Practices of Technology in an Early Learning Environment Series Part 3: 6:30-8:00pm (pg. 29)	7 Transforming Power, Privilege, and Prejudice: Building Equitable, Diverse, and Inclusive Organizations Series Part 1: 9:30-11:30am (pg. 33)	8 Inclusive Principles to Support Your Daily Practice Series Session 3: 6:30-8:00pm (pg. 29)	9	10
11	12	13 Exploring the Art of Tinkering Series Session 2: 6:30-9:00pm (pg. 30)	14	15 Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment Series Part 2: 6:30-8:00pm (pg. 30)	16	17 ECCDC Closed - Family Day
18	19 ECCDC Closed - Family Day	20 Exploring Nature Skills in our Early Learning Environments 6:30-8:00pm (pg. 33)	21	22 Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers Part 4: 6:30-8:00pm (pg. 27)	23	24 The Worthy Professional: What Does it Mean to Be Enough? 9:30-11:00am (pg. 33)
25	26 Coping with Challenging Behaviour Series Part 2: 6:30-8:30pm (pg. 31-32)	27 Risk Taking in Play Series Part 1: 6:30-8:00pm (pg. 33-34)	28 Coaching Strategies for Learning: Conflict, Performance, Change 2:30-4:30pm (pg. 34)	29 Learning Disabilities in the Early Years Series Part 1: 6:30-8:00pm (pg. 34)		

March 2024



sun	mon	tues	wed	thurs	fri	sat
					1	2 Self Regulation Havens 101 - 10:00am-4:00pm (pg. 34)
3	4 Book Study: Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion Part 2: 6:30-8:00pm (pg. 33)	5 Extending School Age Learning Series Part 2: 6:30-8:30pm (pg. 32)	6 Transforming Power, Privilege, and Prejudice: Building Equitable, Diverse, and Inclusive Organizations Series Part 2: 9:30-11:30am (pg. 33)  Diversity, Equity, and Inclusion: How to Build a Thriving Workplace for Everyone 9:00am-12:00pm (pg. 28)	7 Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers Part 5: 6:30-8:00pm (pg. 27)	8	9
10	11	12	13	14	15	16
17	18	19 Exploring the Art of Tinkering Series Session 3: 6:30-9:00pm (pg. 30)	20 Supervisory Coaching to Support Staff to be at Their Best 2:30-4:30pm (pg. 35)	21 Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment Series Part 3: 6:30-8:00pm (pg. 30)	22	23 How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals - Part 4 9:00-10:30am (pg. 23)
24 31	25 Coping with Challenging Behaviour Series Part 3: 6:30-8:30pm (pg. 31-32)	26 Risk Taking in Play Series Part 2: 6:30-8:00pm (pg. 33-34)	27	28 Exploring Inclusion: Panel Discussion on Best Practices and Strategies in Niagara 6:30-8:30pm (pg. 35)	29 ECCDC Closed Easter	30 ECCDC Closed - Easter

April 2024





sun	mon	tues	wed	thurs	fri	sat
	1 ECCDC Closed - Easter	2 Fostering Relationships with Families 6:30-9:00pm (page 31)	3 The "Crunch" – Creative Budgeting in Hard Times 9:30- 11:30am (pg. 35)	4 Learning Disabilities in the Early Years Series Part 2: 6:30-8:00pm (pg. 34)	5	6 FLIP IT: Supporting the Social and Emotional Development of Young Children and Reducing Their Instances of Challenging Behaviours Part 2: 8:30-11:30am (pg. 32)
7	8 Connecting Children to a Love of Food Series Part 1: 6:30- 8:00pm (pg. 35)	9 Vicarious Trauma – Strategies for Resilience 6:30- 9:00pm (pg. 36)	10 Fostering an Inclusive Environment Through Nature Play Series Part 1: 6:30-8:00pm (pg. 36)	11 Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers Part 6: 6:30-8:00pm (pg. 27)	12	13 Creating a Culture of Re- flective Practice: The Role of Pedagogical Leadership in Early Childhood Education Programs – Book Sign- ing and Full Day Institute 9:00am to 4:30pm (pg. 36)
14	15 Book Study: Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion Part 3: 6:30-8:00pm (pg. 33)	16 Flourishing in the Early Years: Strategies for Promoting an Equitable and Discrimination- Free Early Learning Environment Series Part 1: 6:30-8:30pm (pg. 37)	17	18	19	20
21	22 Addressing Challenging Behaviour in Young Children – The Leader's Role in Supporting Teams and Supporting Families 9:30-11:30am (pg. 37)	23 Challenging Behaviour: Supporting the Child, Family and Educator Series Part 1: 6:30-8:30pm (pg. 37)	24	25 Pedagogical Documentation in the Early Learning Classroom Series Part 1: 6:30- 8:00pm (pg. 38)	26	27 Child Care Program Self- Navigating Tour 9:00am- 4:30pm (pg. 38)
28	29	30 Risk Taking in Play Series Part 3: 6:30- 8:00pm (pg. 33-34)				

A close-up photograph of a field of purple lavender flowers. The flowers are in various stages of bloom, with some showing distinct yellow stamens. The background is a soft, out-of-focus green and purple, suggesting a large field of similar flowers. The text 'May 2024' is overlaid in a clean, white, sans-serif font in the upper center of the image.

May 2024

sun	mon	tues	wed	thurs	fri	sat
			1	2 Learning Disabilities in the Early Years Series Part 3: 6:30-8:00pm (pg. 34)	3 Leading With Passion and Intention to Support Professional Growth: A Learning Institute Day 1: 6:30-9:00pm (pg. 31)	4 Leading With Passion and Intention to Support Professional Growth: A Learning Institute 9:00am-3:00pm (pg. 31)  FLIP IT Part 3: 8:30-11:30am (pg. 32)
5	6	7 Flourishing in the Early Years: Strategies for Promoting an Equitable and Discrimination-Free Early Learning Environment Series Part 2: 6:30-8:30pm (pg. 37)	8 What Does Indoor Risk Look Like for Child Care? For Supervisors 9:30am-11:30am (pg. 38)	9 Take It Outside, a Nature Perspective Series Part 1: 6:30-9:00pm (pg. 38-39)	10	11 Strengthening Your Program Through Trauma-Informed Practices 8:30am-4:00pm (pg. 28)
12	13 Connecting Children to a Love of Food Series Part 2: 6:30-8:00pm (pg. 35)	14 What Does Indoor Risk Look Like for Child Care? For Educators 6:30-9:00pm (pg. 39)	15	16 Fostering an Inclusive Environment Through Nature Play Series Part 2: 6:30-8:00pm (pg. 36)	17	18 ECCDC Closed - Victoria Day
19	20 ECCDC Closed - Victoria Day	21 Challenging Behaviour: Supporting the Child, Family and Educator Series Part 2: 6:30-8:30pm (pg. 37-18)	22 Fundamentals of Building a Strong Collective Team Series Part 3: 2:30-4:30pm (pg. 26)	23 Pedagogical Documentation in the Early Learning Classroom Series Part 2: 6:30-8:00pm (pg. 38)	24	25
26	27	28 Examining Wild Play in Early Childhood 6:30-8:30pm (pg. 39)	29	30 Take It Outside, a Nature Perspective Series Part 2: 6:30-9:00pm (pg. 38-39)	31	

June 2024



sun	mon	tues	wed	thurs	fri	sat
						1 Supporting Children in Caring for the Earth through Outdoor Education Experiences 10:00am-3:00pm (pg. 39)
2	3 Connecting Children to a Love of Food Series Part 3: 6:30- 8:00pm (pg. 35)	4 Flourishing in the Early Years: Strategies for Promoting an Equitable and Discrimination- Free Early Learning Environment Series Part 3: 6:30-8:30pm (pg. 37)	5 Trauma-Informed Leadership 9:30- 11:30am (pg. 39)	6	7	8
9	10	11 Challenging Behaviour: Supporting the Child, Family and Educator Series Part 3: 6:30-8:30pm (pg. 37-38)	12	13 Fostering an Inclusive Environment Through Nature Play Series Part 3: 6:30-8:00pm (pg. 36)	14	15
16	17	18	19	20 Take It Outside, a Nature Perspective Series Part 3: 6:30- 9:00pm (pg. 38-39)	21	22
23 30	24	25	26	27	28	29

## Re-examining *How Does Learning Happen?* Through a New Lens - A New 3-Part Series (webinar - all sessions)

### **Session One: 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 Two: 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 Three: 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.

## Supporting the Holistic Development of School Age Children (webinar)

This workshop will highlight the important elements of school-age children's development and the middle years through Ontario's Framework *On My Way: A Guide to Support Middle Years Child Development*. Participants will also engage and reflect on how they can support children to thrive through Ontario's Framework *Gearing Up: A Strategic Framework to Help Ontario Middle Years Children Thrive*.

## Becoming Rainbow Food Explorers: A Joyful, Sensory Approach to Food Education in the Early Years, A New 3-part Series (webinar - all sessions)

This interactive workshop series will focus on how educators can make food experiences simple, engaging, and fun for children and families. It will enable them to support children in becoming comfortable eating and enjoying a variety of foods and in discovering how food connects everything in their world. We'll explore the concept of food literacy and why it's so important today. We'll discover the key ingredients in Rainbow Plate's colourful and evidence-based approach. Participants will have the opportunity to experience firsthand the impact of this joyful, sensory approach to food education. This series will provide core principles, program ideas, practical tips, and simple techniques for immediately bringing this magical approach to life in any early years setting.

### **Workshop One**

Participants will:

- Explore the concept of food literacy and why it's so important in today's world.
- Discover the key ingredients in Rainbow Plate's colourful and evidence-based approach.
- Participate in a hands-on food activity to experience firsthand the impact of this joyful, sensory approach.

### **Workshop Two**

Participants will:

- Continue with hands-on activities to build strategies, program ideas, and resources.
- Learn practical tips and techniques for ensuring that conversations and food experiences with children are positive and inclusive.
- Explore opportunities for incorporating food education throughout their program.
- Discuss potential barriers to implementation and engage in dialogue to develop strategies for overcoming those barriers.

### **Workshop Three**

Participants will:

- Reflect and share experiences, ideas, and strategies they've put into practice.
- Explore how to ensure that food experiences are accessible, engaging, inclusive, and fun for children and adults alike.
- Collaborate and engage in dialogue to consolidate and share personal growth.

## **Thriving at Work: The Key Factors for Feeling Resilient, Engaged, and Connected** (webinar)

Are you eager to feel vibrant, engaged, and connected after a long hiatus from in-person contact? Are you curious about the factors that contribute to mental well-being at work and support resilient and engaged teams? Organizations that incorporate psychological health and safety into their workplace culture are shown to be more productive and have higher levels of employee satisfaction, engagement, and retention. If you are interested in exploring the psychosocial factors that help us to be well at work, this session is for you. You'll get to reflect on what you are already doing that contributes to thriving and additional actions that can help you and your team(s) to recover and flourish into the future.

**From this interactive and dynamic workshop, participants will take away:**

- Common challenges in post-pandemic adjustment (you're not alone).
- Psychological Health & Safety in the Workplace – what it is and how you are already practicing it.
- Top psychosocial factors that need attention going forward.
- How employees can integrate these factors in support of employee well-being, engagement, and overall team resilience.
- How we can all survive and thrive into the future.

## **Tips for Designing and Facilitating an Engaging Parent Evening – Back by Popular Demand** (in person at ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

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.

## **How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals – Back by Popular Demand** (webinar - all sessions)

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 as 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 webinar 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 webinar 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 explore 'The Attentiveness Protocol'.

## **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.

## **How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals – Back by Popular Demand** (webinar - all sessions)

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**Makerspace for School Ageders – Back by Popular Demand** (offered in person at St. Catharines Museum, 1932 Welland Canals Parkway, St. Catharines) 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.

### **Growing a Culture of Inquiry Through Teacher Research** (webinar)

Children are researchers; constantly observing, experimenting, and testing out theories. Educators are researchers also; listening to children's ideas and responding with various material and space arrangements and questions to provoke thinking. When educators build on this and create intentional research questions that can be studied over a long period of time, relationships deepen, children's competencies are clearer, and environments become deeply purposeful and rich in meaning. During this 1.5-hour session, discover more about what teacher research is, how you can form a question for study, and how you can document and share your findings with others.

**To register** for any session, visit [www.eccdc.eccdc.org](http://www.eccdc.eccdc.org), call 905.646.7311 x304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org). To view Esteem, visit [www.eccdc.org/professional-learning/esteem](http://www.eccdc.org/professional-learning/esteem).



## **Collaborative Leadership: Becoming the Leader Everyone Wants to Follow, A New 2-Part Series** (webinar - both sessions)

### **Session One - Inspiring Excellence: Cultivating Growth and Engagement Through a Culture of Mentorship**

Child care is renowned for its dedication to nurturing the skills of children. Our drive to grow and learn doesn't stop in the preschool years and yet, the growth and development of child care professionals often takes a backseat amidst busy schedules, limited resources, and other industry demands.

When individuals feel stagnant, they become disconnected from their sense of purpose, leading to strained relationships with leadership, colleagues, and even the children they serve. From new graduates, to the onboarding of new team members, right through to seasoned professionals in the field, mentorship can help to reignite the motivation, passion and dedication that drew people to the field of child care in the first place.

This session is designed to provide leaders with the tools needed to use a mentorship approach with their teams, while also addressing how to cultivate an organizational culture of mentorship for maximum impact. Join us to discover how to consistently build knowledge, skills, and job satisfaction through simple daily interactions.

#### **By the end of this session, you will be able to:**

- Recognize the benefits experienced by both mentors and mentees in mentorship relationships.
- Learn effective communication approaches that will maximize the impact of mentorship.
- Discover practical techniques to overcome common challenges encountered in mentorship relationships.
- Foster an organizational culture of mentorship that promotes professional growth and enhances staff retention.
- Identify key strategies to establish and sustain mentorship across your organization without having to do all of the work yourself.

### **Session Two - Igniting Professional Growth with Brave Performance Feedback that Works**

Cultivating the skills and engagement of your team members means committing to providing performance feedback, including consistent informal feedback, as issues arise. But what happens when your team members become defensive and are resistant to hearing about areas they need to improve? Or when they struggle to sustainably integrate recommended changes to their job performance? And, equally as important, how confident and comfortable are you in addressing performance

concerns? In this session, we will delve into the art of providing performance feedback using an individualized, strengths-based, skill-building approach that fosters employee reflection and inspires improvement. You will gain the skills needed to engage in feedback conversations with confidence. You will also discover an effective feedback approach that will enable you to provide targeted support to resolve performance challenges more quickly and effectively, while fostering trust, collaboration, and professional growth in your organization.

#### **By the end of this session, you will be able to:**

- Uncover the root cause of problems with employee performance more quickly.
- Give feedback in a way that drives performance improvement and boosts productivity.
- Address even the most sensitive of issues with confidence and success.
- Implement a performance management approach that will build trust, collaboration, and professional growth.
- Discover key phrases you can use to prevent and/or de-escalate conflict during feedback conversations.

## **Planting and Cultivating Seeds of Mindfulness in Early Learning Series with Author Elizabeth Joy Erwin** (webinar - all sessions)

The purpose of this series is to critically examine the joy and power of presence in education. Dr. Elizabeth Joy Erwin discusses:

- Why we have so much to learn from children, especially the youngest ones.
- How to develop a culture of mindfulness and how to maintain it over time.
- Simple mindfulness practices to engage in starting now.

Participants will gain a deeper understanding of how to practice mindfulness together with young children. By discovering how to integrate simple ideas and practical strategies to calm the body and quiet the mind, educators can select the exact tools they want to ensure all children learn and thrive. Additional benefits of attending this series will include thinking more expansively about the connections between social justice and mindfulness and exploring why reflective inquiry can transform our own learning and teaching. Through a variety of diverse educator, family, and child voices, participants will gain knowledge and tools for a wide menu of classroom-based and individualized mindfulness practices (i.e., breathing, meditation, yoga, guided imagery).

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- **Session 1: What Does It Mean to Be Mindful?**
- **Session 2: Inclusiveness and the Early Childhood Classroom**
- **Session 3: Deepening Mindfulness Practices and Pedagogy in an Early Learning Environment**

### **Social Justice and Advocacy in Early Learning** (webinar)

Leadership occurs at all levels within an organization. Foundational to being a leader and advocate for children is creating equitable and ethical early learning and care spaces through mindful practices. In this workshop, participants will consider global, national, local, and personal perspectives and what they mean for children now and in the future. We will ponder together what it really means to care for children within our current context and how ethical and justice considerations can meaningfully guide our practices, whether they be in the kitchen, the classroom, or the office.

### **Get Ready for ONCA: Bring Your Own Bylaws – An Interactive Workbook Session Back by Popular Demand** (webinar)

Ontario's Not-for-profit Corporations Act (ONCA) was proclaimed on October 19, 2021. Non-profits have until October 18, 2024 to update their bylaws and letters patent to comply with ONCA. In this half-day working session, participants will work through their bylaws and letters patent and a special workbook to identify what they might want or need to change in order to comply with ONCA.

**Preparation:** Participants are advised to review their governing documents ahead of time to be somewhat familiar with the layout and content. Participants must bring a digital or physical copy of their bylaws and (preferably) letters patent.

**This session is for:** senior leaders, board members, and anyone involved in the corporate governance of organizations already incorporated under Ontario's Corporations Act or a special Act.

**This session is not for:**

- Organizations that are not themselves incorporated but part of a larger organization or government,
- Organizations incorporated under Canada Not-for-Profit Corporations Act,
- Organizations incorporated under Co-operative Corporations Act, or
- Other statutes outside of Ontario.

### **Fundamentals of Building a Strong Collective Team – A New 3-Part Series** (in person and via livestream - all sessions)

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.

## **Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers – Back by Popular Demand**

(webinar - all sessions)

### **Session One: 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 open-ended resources and unique materials.

### **Session Two: 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 webinar 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.

### **Session Three: Forts and Dens for Infants and Toddlers**

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: 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 explore materials to utilize with infants and toddlers in the great outdoors.

### **Session Five: 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*.

### **Session Six: 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.

## **Making the Most of Shared Spaces in Your School Age Program – Back by Popular Demand but Now a 2-Part Series** (in person at St. Catharines Museum, 1932 Welland Canals Parkway, St. Catharines and via live stream)

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 and dialogue, 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.

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## **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.

## **Diversity, Equity, and Inclusion: How to Build a Thriving Workplace for Everyone** (webinar)

Diversity, equity, and inclusion (DEI) aren't just buzzwords – they are essential components of a healthy, successful workplace. Embracing DEI in your organization means supporting all aspects of a person such as race, religion, gender, etc., as well as deeper parts of an individual's character like values, personality, and preferences. This workshop helps you identify the existing diversity in your organization so you can recognize potential gaps and become aware of ways that you can build a more equitable and inclusive work environment. You will learn tips, strategies, and gain practical tools for creating a workplace culture where everyone can thrive.

## **Shrink the Reactive Zone: Navigate Workplace Conflict with Ease** (webinar)

In today's fast-paced and demanding world, organizations struggle with a problem that fuels workplace discord: stress. Overburdened leadership and team members are often bursting with too many competing demands. The result is a ticking time bomb waiting to explode (or implode), and workplace conflict becomes unavoidable. Workplace relationships, teamwork, and productivity suffer when people do not have the skills needed to address and resolve conflict effectively. What would it be like if you never had to engage in or mediate interpersonal conflicts in your organization again?

This session will help you recognize the early warning signs of escalating conflict, while also providing you with techniques to effectively de-escalate and resolve conflicts. By the end of this session, you will have the skills needed to diffuse tense situations before they become unmanageable. You will also learn how to support your team members in cultivating self-awareness and conflict resolution skills, empowering them to break free from automatic patterns of reacting to address conflict in a respectful and productive manner

**By the end of this session, you will be able to:**

- Consistently identify early signs of conflict escalation.
- Enhance employee engagement by minimizing reactive communication.
- Harness the ability to manage your and others' reactive communication effectively.
- Uncover crucial strategies that will de-escalate conflict.
- Foster an environment where conflict resolution becomes a proactive process, enhancing teamwork and productivity.

## **Strengthening Your Program Through Trauma-Informed Practices – Back by Popular Demand** (In person at ECCDC)

Trauma is prevalent in our world and has an impact on many of the people we interact with, including our clients and colleagues. Compassionate and trauma-informed care is essential to providing effective support and building sustainable services. This workshop explores how to build a trauma-informed culture in a workplace setting that integrates knowledge throughout the organization. Participants will develop an understanding of the pervasive impact of trauma on individual health and relationships. Guiding principles will be explored for increasing emotional and physical safety, culturally sensitive empowerment, and creating greater resilience for all parts of an organization. Becoming trauma-informed creates a sustainable foundation in any work setting to promote strength, engagement, and recovery.

## **Seeing Parents As Co-Learners Through Active Engagement**

(webinar) Participants will gain practical ways to increase parent involvement, take initiative in developing parent-child relationship building techniques, increase parents' knowledge of child development, behaviour guidance and pedagogy, and seek ways to utilize parents' strengths/talents/gifts to support the program's/centre's goals, room design/set-up, program delivery, and project development. Educators will also self-reflect and consider where to adapt, change, recognize their own/others' abilities, and/or where to delegate. They will deepen relationships/connections with parents through intuitive listening, open discussions, surveys, and program assessment/delivery by seeing parents as "co-learners and partners" in children's interests, learning, and development and goal setting achievements that align home and classroom. They will learn ways to create "community, inclusive, equitable settings" where all are welcome and each person brings individual gifts and strengths to be utilized in mutually beneficial ways towards the "whole" through interests, cultures, languages, and skill sets/abilities creating an authentic, meaningful environment for everyone involved!

## **Resilient Conversations: Transforming Conflict into Communication and Collaboration** (webinar)

Would you like to remain calm in difficult conversations? Do you want to be more skillful in navigating conflict? You have countless interactions with staff, peers, and parents and some conversations are more difficult than others. This session is loaded with skills for working through day-to-day challenging interactions for better conversations in different settings. Whether you are in a challenging meeting, giving and receiving feedback, or navigating a tense dialogue, learn the strategies that protect relationships and enhance teamwork when it comes to communication and conflict.

**From this interactive and dynamic session, participants will learn:**

- How to use awareness & manage your stress response for staying grounded in conversations.
- The art of listening to understand rather than to speak.
- Skills that transform conflict into conversations.
- When and how to de-escalate intense interactions.
- Steps to deal with rumination that comes from unresolved conflict.
- The bounce back factor after difficult dialogues that is key to protecting relationships.

## **Successful and Inspiring Staff Meetings** (webinar)

Staff meetings are a necessity in any business but in the world of child care, it is especially crucial to the team development, development of children, and the child care business itself. With child care staff so often being on shifts, staff meetings are the perfect opportunity for staff to connect, collaborate, and feel inspired. However, most staff meetings are dull, uninspiring and in many cases, could have been an email. In Meetings that Matter we will look at the four stages needed to prepare for and run a successful and inspiring staff meeting that staff actually want to attend.

## **Understanding the Best Practices of Technology in an Early Learning Environment – New 3-part Series!** (webinar - all sessions)

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.

## **Inclusive Principles to Support Your Daily Practice Series – Back by Popular Demand** (webinar - all sessions)

A three-part series that supports children and educators through the ever-changing pathway of behaviour that challenges. The series will offer opportunities for educators to explore tools, resources, research, and best practices that can be woven into their daily practice while enhancing their inclusive practices. Educators are strongly encouraged to attend all three sessions as the series has been created to build upon learning from each session.

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### **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 positive change within the early learning environment.

### **Session 2 - Reflecting on Inclusive Practices**

In the second session educators will consider how implementing an inclusive approach will support children's behaviour within the early learning environment. Educators will have opportunities to network with fellow educators while exploring the ways in which inclusive practices can either support or hinder their environment, curriculum, material choices, and pedagogy.

### **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.

## **Exploring the Art of Tinkering 3-Part Series – Back by Popular Demand** (in person at St. Catharines Museum, 1932 Welland Canals Parkway, St. Catharines - all sessions)

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 considerations for 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 your programming and will focus on utilizing tinkering with metal in early learning and child care programs.

## **Transforming Group Dynamics and Group Conflict** (webinar)

Group dynamics are complex. When groups are under stress, pressure can cause groups to become distracted, lose morale, weaken relationships, and fall into conflict. Moving past conflict following a season of discord is especially difficult as group momentum can easily swing back into conflict. This session considers the following strategies for addressing these complex issues: (a) assessing and navigating group dynamics; (b) using the change curve to drive and restore health; and (c) building an environment of trust, engagement, and joy.

## **Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment, A New 3-Part Series** (webinar - all sessions)

### **Session 1: Nurturing Creative Art Experiences in an Early Learning Environment**

- During this 1.5-hour session, we'll begin by thinking about the importance of the arts in children's lives and the possibilities that exist when we view the arts as languages for communication, thinking, and expression. Together, we'll also engage in an exploration of a visual art medium.

### **Session 2: Nurturing Creative Art Experiences Inspired by the Natural World**

- During this 1.5-hour session, we'll build on our session 1 discussion around the importance of the arts in children's lives and viewing the arts as 'languages' and explore what current literature has to say about the importance of the natural world in children's lives in conjunction with the arts, and what our role is in facilitating these relationships. Resources such as books and articles will be included for further reading and reflection after the session.

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### **Session 3: Nurturing Creative Art Experiences to Support Mental Health and Wellbeing**

Whether child or adult, engaging in the arts can provide positive mental health benefits, helping to reduce feelings of stress and anxiety and giving us an opportunity to be present, to be mindful and to engage in practices that are restorative and calming. During this 1.5-hour session, participants will engage in discussion about the connection between the arts and mental health and be offered ideas for art experiences that children and educators can engage in as a way of supporting their mental health.

### **Leading With Passion and Intention to Support Professional Growth: A Learning Institute** *with Internationally Respected Researcher and Author, Susan MacDonald (in person at Balls Falls Conservation Area, 3292 Sixth Avenue, Lincoln)*

Are you ready to re-ignite your passion, thrive as a leader, and discover new and empowering ways to sustain and recruit an engaged workforce? It's time to reduce the feelings of isolation and stress so that you can reconnect with your hopes and dreams and establish a more professional and positive work culture. Participating in this leadership institute will inspire you to rethink and refocus your work to re-energize and strengthen your learning community.

#### **Topics include:**

1. Creating a Vision for a Thriving Growth Culture
2. Professional Development Plans
3. Leadership Skills to Empower Professional Growth
4. Conversations that Matter - Strengths-Based Communication Skills
5. Supporting Positive Teams
6. Managing Your Time to Enhance Your Leadership
7. Running Effective Staff Meetings
8. Designing and Developing a Professional Development Project
9. Cultivating Professional Collaboration
10. Leading Transformational Change

Susan will use her signature three-pillar methodology - Passion, Intentionality, and Engagement (PIE), to empower you to create a customized leadership portfolio that will enhance your professional growth and enable you to make lasting changes in the areas you care about most.

#### **Your portfolio will include:**

**Vision:** A clear and concise vision statement focused on supporting the

professional growth of the educators in your program

**Plan:** A year-long goal focused professional development plan for your staff meetings and professional days

**Design:** The design, development, and delivery of a professional development workshop

**Communicate:** A positive communication action plan to guide you in facilitating effective dialogues

**Resources:** A cultivated list of current and relevant resources to inspire your ongoing professional growth

### **Fostering Relationships with Families** (In person at ECCDC, 3550 Schmon Parkway, Thorold)

This workshop, offered by Strive Niagara, will highlight ways to support meaningful relationships with families in your early learning environment. Through this session you will gain ideas and strategies for communicating with families in a way that builds trust and collaboration amongst one another. Participants will leave with strategies for ensuring families feel heard and valued in your environment and ways to include them as a partner in your program.

### **Coping with Challenging Behaviour – A Series by Canadian Author Barbara Kaiser – Back by Popular Demand** (webinar - all sessions)

#### **Session One: “I Didn’t Mean to Ruin Your Day” - Understanding Yourself and the Child**

When you understand yourself, know which behaviours push your buttons, and recognize that a child’s challenging behaviour is rooted in biological and environmental factors and not a desire to ruin your day, you are in a much better position to respond effectively. By bridging the gap between research and practice and bringing together information drawn from neuroscience, psychology, and special education, this session will help you understand why a child behaves in a particular way and make it much easier to effectively meet those needs.

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**To register** for any session, visit [www.eccdc.eccdc.org](http://www.eccdc.eccdc.org), call 905.646.7311 x304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org). To view Esteem, visit [www.eccdc.org/professional-learning/esteem](http://www.eccdc.org/professional-learning/esteem).

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### **Session Two: “Nothing I Do Works!” - Preventing a Child’s Challenging Behaviour**

- No strategy works in a vacuum. It is probably impossible to eliminate challenging behaviour entirely, but a lot of it can be prevented. Prevention is the best form of intervention. When the environment meets their physical, cognitive, emotional, and social needs, children feel competent and capable of success, and their challenging behaviour becomes less necessary. This means that every aspect of the environment—the social climate, the physical space, the curriculum, and your teaching strategies—must take each child’s needs into account.

### **Session Three: Where Is the Fairy Dust? - Responding Effectively to Children’s Challenging Behaviour**

- Teachers often feel unable to help children with challenging behaviours to develop the skills they need to succeed, and as a result they may not be able to provide a safe setting for the other children in their classroom. Many of us keep doing something that doesn’t feel right or have the desired outcome because we don’t know what else to do. But you can respond effectively to a child’s challenging behaviour when you have the appropriate knowledge, strategies, and skills.

### **Extending School Age Learning – Two-Part Series** (webinar - both sessions)

**Part One - Extending School-age Learning through Visual Arts** - This webinar will highlight the complex methods of exploring visual arts in the school-age programme. An opportunity to discuss developmentally appropriate discourse with school-age children regarding their art is provided as well as discovering the art stages for school age children. Participants will be able to access a rich resource of visual arts activities that can enhance learning in all areas of the curriculum. Come share in this fun learning experience.

#### **Objectives Include:**

- Exploring the methods of including visual arts in the programme
- Utilizing appropriate conversations more effectively with children so they can extend their learning
- Discovering art concepts and development stages of art
- Gaining new ideas for art activities

### **Part Two - Extending School-Age Learning through Science:**

**Celebrating Mother Earth** - This new and exciting webinar is rich with innovative science concepts that help children celebrate mother Earth.

Participants will explore strategies to extend children’s learning as they investigate an extensive assortment of engaging science experiences and experiments. Come celebrate mother Earth with me!

#### **Objectives include:**

- Exploring the importance of science for school-age children
- Understanding how to use the appropriate dialogue in which to engage the full learning potential for science
- Extending knowledge of topics such as weathering and erosion; cloud formations; making rain; creating a rainbow; the formation of geodes; and the life cycle of the butterfly
- Discovering how to celebrate mother Earth within the science curriculum

### **Fostering Resilience in Niagara: Trauma-Informed Workshop** (in person at ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

Positive childhood experiences are foundational to healthy brain development. Importantly, early childhood experiences have the potential to influence a child’s health and well-being across the lifespan. In this workshop we will be discussing the background of Adverse Childhood Experiences (ACEs), the power of positive childhood experiences through resilience, relationships, and trauma-informed care, and the potential impacts of the COVID-19 pandemic on ACE risk and protective factors. Evidence-based strategies to reduce the impact of ACEs and ways to promote wellness in children will be shared along with group discussions.

### **FLIP IT: Supporting the Social and Emotional Development of Young Children and Reducing Their Instances of Challenging Behaviours – Back by Popular Demand** (webinar - all sessions)

Are you interested in reducing instances of challenging behaviour and supporting the social and emotional development of young children? FLIP IT® is a four-step supportive strategy designed for educators who are looking for best practices on reducing challenging behaviour by helping young children learn about their feelings. 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. This course will teach participants the four supportive steps in an online learning format through interactive pieces, reflection, and application of the skill. The ECCDC Team are trained facilitators in this unique program offered through the Deveraux Centre for Resilient Children.



## **Book Study: Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion** (webinar - all sessions)

Inclusion benefits all children! Inclusion? perhaps you believe it is complicated, time-consuming, and expensive. Not true! Jani Kozlowski, experienced trainer and technical-assistance provider on inclusion and disability services, dispels the myths and shows that implementing high-quality inclusive practices in your program is easier than you think.

Throughout Every Child Can Fly, Kozlowski explores the defining features of high-quality inclusion and shows readers how to provide access and support for children with disabilities. Learn how to help them feel included through strong family involvement, peer relationships, individualized teaching practices, collaborative teaming, ongoing evaluation, and staff professional development.

- Learn why inclusion is important.
- Unravel the jargon and acronyms.
- Understand screening, assessment, and referrals.
- Learn how to support children in achieving individualized learning goals.
- Explore inclusive, evidence-based teaching practices.
- Discover how to foster a sense of belonging and acceptance in your program.

## **Transforming Power, Privilege, and Prejudice: Building Equitable, Diverse, and Inclusive Organizations – a new 2-part Series!** (webinar - both sessions)

### **Session One: Building the Foundations to Transformative Action**

When people consider experiences of injustice and harm, we are often compelled to ask: How did we get here? This foundational session considers the definitions associated with equity, diversity, and inclusion, considers the history of “-isms” in the Canadian and global context, and invites participants to come close to their personal experiences with the reality of “-isms”. This session opens doors to empathy and builds a foundation for transformative action related to equity, diversity, inclusion, and accessibility.

### **Session Two: Transforming Tough EDI Conversations**

Transforming tough conversations related to equity, diversity, and inclusion depends on engaging multiple micro moments as “-isms” arise – often without much time to prepare. This session explores the micro-skills associated with engaging comments of concern and provides participants

with the concrete tools necessary to nurture communities of belonging, one conversation at a time.

## **Exploring Nature Skills in our Early Learning Environments** (webinar)

Add to your “toolkit” with a variety of nature skills including simple identification, things to observe, and interests to follow for children. This webinar will provide you with the basic skills to lead your students in outdoor learning. We will also cover risky play components and how to execute all of these nature skills in your classroom.

## **The Worthy Professional: What Does it Mean to Be Enough?** (webinar)

So much of our lives are influenced by our mind, but it's not the only organ that needs to be listened to. Our muscles, senses and intuition give subtle (and not-so-subtle) messages that are hard to ‘hear’ when we are focused on the stories that our mind plays on repeat. Especially the stories that tell you ‘you're not enough’ as you are. During this workshop, we'll explore mindfulness practices to quiet the mind, move the body, and tap into your intuition. Be prepared to participate in simple movement activities by wearing comfortable clothing and shoes. All activities are optional, and modifications will be provided for anyone who may need them.

## **Risk Taking in Play – A New 3-Part Series** (webinar - all sessions)

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.

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### **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 centre 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.

### **Coaching Strategies for Learning: Conflict, Performance, Change** (webinar)

In the absence of intentional coaching, employees often lack the support they need to develop and perform at their highest levels. Effective leaders are skilled at coaching the people they lead to inspire growth, change, and healthy work relationships. This workshop provides a leadership approach for coaching others effectively and provides tools that bring out the best in the people. Through the use of case studies, participants will learn a five-step coaching model for working with their employees to enable changes in behaviour, promote skill development, and resolve conflict.

### **Learning Disabilities in the Early Years – A New 3-Part Series** (webinar - all sessions)

#### **Session 1: Strategies for Supporting Language Difficulties in the Early Years**

Students with learning disabilities often have difficulties with learning to read and to write efficiently, which can negatively influence not only the development of their literacy skills but also their progress in all academic subjects. In order to help students with language learning disabilities, it is important to understand the underlying skill areas where they are struggling and work specifically on those areas. Join Program Coordinators from the

Learning Disabilities Association of Niagara Region, to learn about strategies to support the literacy needs of students with diagnosed, suspected, or identified Learning Disabilities in the classroom.

#### **Session 2: Strategies for Supporting Mathematic Difficulties in the Early Years**

Students with learning disabilities often have difficulties with learning various aspects of mathematics. In order to help students with math learning disabilities, it is important to understand the underlying skill areas where they are struggling and work specifically on those areas. Join Program Coordinators from the Learning Disabilities Association of Niagara Region, to learn about strategies to support the math needs of students with diagnosed, suspected, or identified Learning Disabilities in the classroom.

#### **Session 3: Strategies for the Classroom Teacher: Supporting School-Age Students with Learning Disabilities**

One in ten young learners live with a learning disability, though most of these students will remain undiagnosed. Classroom teachers require strategies and tools to support the unique needs and strengths of these learners in their school community. Join Program Coordinators from the Learning Disabilities Association of Niagara Region, to learn about strategies to support students with diagnosed, suspected, or identified Learning Disabilities in the classroom.

### **Self Regulation Havens 101** (in person at Americana Conference Resort Spa & Waterpark, 8444 Lundy's Lane, Niagara Falls)

Transform your educational setting into a place where everyone feels safe in every way: physically, emotionally, socially, and culturally. How does that kind of all-encompassing safety relate to learning, good relationships, behaviour, and overall well-being in your environment? Because there is definitely a connection! Self-Reg Havens provides a unique opportunity to learn together about Self-Reg Havens and how to build one in educational settings, workplaces, and communities.

This session will look at the five Look-Fors of a Self-Reg Haven, as outlined in *Self-Reg Schools: A Handbook for Educators*, by Drs. Stuart Shanker and Susan Hopkins. Learn from the wisdom and experience of Stuart and Susan as well as the first-hand experience of other professionals who have worked to develop Self-Reg Havens in various settings.

## **Supervisory Coaching to Support Staff to be at Their Best** (webinar)

Organizational leadership includes using both supervision and coaching skills to support staff to be at their best. This session examines the intersection between supervision and coaching, how to navigate the power dynamics in a supervisory coaching relationship, when and how to wear each “hat” and how to support staff with confidence, compassion, and care.

## **Exploring Inclusion: Panel Discussion on Best Practices and Strategies in Niagara** (webinar)

Come and join the panel discussion with Niagara’s community partners to have conversation around inclusive practices. There will be opportunities to ask questions and share best practices and strategies that can be implemented in your program. This collaborative discussion will align with the Inclusive Practices series and the Quality Child Care Niagara (QCCN) Quality Connections videos.

## **The “Crunch” – Creative Budgeting in Hard Times** (webinar)

In this workshop, participants will learn about their relationship with money, what areas they can and cannot control, and gain practical steps on what factors contribute to their ability to budget during hard times. They will gain strategies towards effective budgeting such as how to use their intuition (gut instincts), creative critical thinking, manifestation/goal setting, service development/enhancement, community relationships, empowering staff, and facing our own fears around money and level of risk. They will participate in group discussions, assess scenarios, and review their own centre’s current financial challenges and goals and gain cost effective ways to see the big picture, create an action plan, prioritize, problem solve, adapt, and reflect on current/past practices. They will take stock of their current situation, reflect on lessons learned, take initiative, and think outside of the box in “holistic ways” when it comes to “money thinking”, funding development, budget management and building a more solid, sustainable foundation of service to come that can withstand the test of time.

## **Connecting Children to a Love of Food – A New Series** (webinar - all sessions)

**Session 1: Nurturing Children’s Healthy Development - 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.

**Session 2: Mindful Meals** - Mealtimes with children present us with both challenges and opportunities – challenges to not impart unhealthy practices or relationships with food onto the children in our care; and opportunities to infuse gratitude, joy, and intention into mealtimes. Eating is something we do several times a day, often without much thought or awareness of the impacts to our health, our planet, and our emotional well-being. Guided by the practice of mindfulness, eating can become an experience filled with joy and gratitude, which, when shared with children, can foster empowerment, good health, and sustainable practices. Through an introduction to mindfulness, a mindful eating experience, and a new understanding of the power of the plate, participants will develop strategies to incorporate mindfulness practices into mealtimes with children.

**Session 3: Peas and Harmony: Bringing Joy Back to the Table** - Did you know that how you feed children is just as important as what you feed them? Helping children cultivate a relaxed and positive relationship with food and eating makes mealtimes less stressful for everyone. Kids who are comfortable at the table are much more likely to try, eat, and ENJOY a variety of foods. Early childhood is the ideal time to help children establish food preferences and eating behaviours that will last throughout adulthood. Join Janet Nezon, the founder of Rainbow Plate, for an informal and interactive workshop that will give you a clear picture of how to make this happen. You’ll learn the principles behind this approach and simple, practical strategies for making mealtimes more comfortable for everyone at the table.

## **Vicarious Trauma – Strategies for Resilience – Back by Popular Demand** (webinar)

Helpers regularly encounter stories and symptoms of trauma in their roles. There is growing evidence that the impact of directly supporting others through experiences of trauma goes beyond burnout or fatigue. The toll of witnessing intense human experiences and emotions can contribute to a negative transformation of a helper’s own sense of safety, and of being competent and purposeful. This workshop will provide participants with the opportunity to examine their own experiences and become aware of the signs of both vicarious trauma and vicarious growth. Participants will have the opportunity to develop a personalized plan to repair negative effects as well as accelerate their resilience.

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## **Fostering an Inclusive Environment Through Nature Play, 3-Part Series** (webinar - all sessions)

### **Session 1: Supporting Inclusion for Children with Exceptionalities in Nature Play**

Learn the ways to best support all your children when exploring the outdoors. This includes incorporating a variety of risky play elements for those with exceptionalities. We will discuss what may seem like physical and behavioural limitations and how students with such considerations can thrive in the outdoor settings. Lastly, we will cover how the outdoors can benefit these exceptionalities when the children return to indoor learning.

### **Session 2: Exploring the Connection Between Mental Health and Nature**

We will dive deeper into the connection of mental health and nature when it comes to young minds. This will include discussions on anxiety, depression, nature deficit disorder, and more. We will discuss how nature can foster a deeper attachment for students with staff which in turn supports the child's learning elsewhere in the classroom.

### **Session 3: Not Just Child's Play – The Benefits of Nature for Educator Wellbeing**

We as educators can benefit from going into nature on a regular basis, but this can be a difficult task. This is particularly true when we can do it in our workplace to alleviate daily stressors and increase our mental wellbeing. Learn ways to better our minds while in nature and with our students.

## **Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early Childhood Education Programs – Book Signing and Full Day Institute** (in person at ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

We are living in a rapidly changing world, where we are becoming more aware of the societal and environmental challenges that impact all of us. As people who live and work with the earth's youngest humans, we make decisions every day that have an extraordinary impact on children, ourselves, and our communities. As early childhood educators and leaders, how might we start to evolve our approach to early learning and take up the work of creating inclusive, vibrant learning communities in a way that is responsive to our times? How might we nurture an approach to leadership that is constructed around relationships rather than rules? How do we focus our teaching practices on compassion, curiosity, imagination, experimentation, collaboration, innovation, and kindness?

As the field of early learning continues to grow and evolve, we must consider the impact of our approaches to working with adults and children. Early childhood professionals and leaders need to reconcile the responsibility between never-ending administrative tasks, ensuring program quality and supporting the growth of others. This institute takes a comprehensive, practical look at creating systems, structures, and protocols for supporting people in large and small organizations, and individuals working as mentors, coaches, or pedagogical leaders to invite educators into a thinking and learning process about their work. Participants will develop the skills and mindsets that can enhance their performance and effect organizational change. The institute will offer stories and structures connected to four principles of pedagogical leadership with specific ideas to enhance the work of educational leaders from a place of values and vision.

### **In this Institute, we will discuss:**

- Building strong relationships
- Seeing and supporting strengths and competencies
- Supporting professional learning in multiple ways

### **Flourishing in the Early Years: Strategies for Promoting an Equitable and Discrimination-Free Early Learning Environment, 3-Part Series** (webinar - all sessions)

This series is being offered by Dane Marco Di Cesare, PhD, Assistant Professor, Brock University, Faculty of Education. Dane will offer strategies to support early childhood educators in providing an environment free of gender identity and gender expression discrimination through creating gender-inclusive and gender-affirming spaces.

- **Session One: An Introduction to Gender Vocabulary, Identity Milestones, Assumptions and Biases**
- **Session Two: Representation in the Early Learning Environment – Strategies for Inclusion and its Impact on Identity**
- **Session Three: Supporting Diverse Family Dynamics in the Early Learning Environment**

### **Addressing Challenging Behaviour in Young Children – The Leader’s Role in Supporting Teams and Supporting Families with Canadian Author Barbara Kaiser – Back by Popular Demand** (webinar)

As the head of a team, leaders play a crucial role in making it possible for children with challenging behaviour to remain in child care/school, develop positive relationships with their peers and adults, learn appropriate ways to express their needs, and be ready to learn. However, these goals can only be met when leaders believe in them and have the skills to develop and lead a team that supports them. Possessing good leadership skills is just the beginning. Acting as an advocate for children, staff, and families pulls you in all directions at once and requires you to understand and respect everyone’s needs and challenges. *It is recommended that participants attend the Coping with Challenging Behaviour Series prior to attending this session.*

### **Challenging Behaviour: Supporting the Child, Family and Educator, A New 3-Part Series with Canadian Author Barbara Kaiser** (webinar - all sessions)

You may not be able to control everything that is happening in your early years setting, but you can control how you respond to a child’s behaviour. When challenging behaviour occurs, educators need to be powerfully present, emotionally responsive, and role models of healthy social and

emotional behaviours. Personal resilience is the capacity to prevent, tolerate, overcome, and be enhanced by adverse events and experiences. Strengthening your resilience allows you to moderate your feelings and behaviours - keys to self-regulation which enables you to respond effectively to any challenge, especially a child’s challenging behaviour.

#### **Session One: Putting Positive Supports in Place to Support Children with Challenging Behaviour**

Prevention is the best intervention “Just as behavior can affect all aspects of a learning environment, all the aspects of a learning environment can be structured to promote positive behavior” (NAEYC). This session will cover the continuum that involves universal supports for all children that include building strong relationships and providing a high-quality environment that encourages positive behaviour from learning activities to transitions and materials and opportunities available during free play.

#### **Session Two: The Importance of Family in Challenging Behaviours**

Communicating with families about concerns about their child’s behaviour is one of the hardest things you need to do. You might worry that you will damage your relationship with parent(s), put an extra burden on a struggling family, or put the child at risk for excessive punishment or harm. These are often valid concerns; nevertheless, you have an obligation to keep families informed about their child’s progress and well-being. Communication is key to creating family partnerships. Family members must feel comfortable asking questions, seeking information, and raising concerns about their child’s care, well-being, and development. Families may need support as much as their child does.

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### **Session Three: Beyond Survival – Building Your Resilience - The Key to Self-Regulation**

Regulating our emotions requires filtering sensory stimulation, coping effectively with stress, maintaining focus, and relating well to others. When we look at self-regulation as it relates to resilience, it is important to self-reflect on how we control our emotions and behaviours. This session will cover the 4 phases of resilience and help you to understand the connection between resilience and self-regulation.

### **Pedagogical Documentation in the Early Learning Classroom – Back by Popular Demand** (webinar - both sessions)

Pedagogical documentation is a process that invites us into a great story; a place where we get the privilege of capturing, reflecting upon, sharing, and celebrating the incredible brilliance of children. As we strive to be great storytellers, keen observers, and thoughtful listeners, we are given the opportunity of exploring more of who we are as we notice more of who children really are. **Session 1:** Participants will have the opportunity to dig into what pedagogical documentation is and how to engage in the process, as well as learn more about what and how to document. Participants will also engage in a writing exercise to discover more about what to include in a piece of written documentation. **Session 2:** Participants will be invited to engage in an essential component of pedagogical documentation; studying to make meaning. Participants will be introduced to a few 'protocols' that can be used to guide the process of study as they are engaged in facilitated studies of written documentation and photos. Participants will also learn more about the difference between written documentation and display and how effective displays can be created that invite readers to study and reflect on children's thinking and ideas.

### **Child Care Program Self-Navigating Tour** (in person, various locations)

**Note:** No transportation is being provided for this tour. Participants are invited to drive themselves to each location at the following prearranged times

#### **Agenda**

- 9-9:15am – welcome and arrival at Fort Erie Cooperative Preschool
- 9:15-10:15am – tour of Fort Erie Cooperative Preschool
- 10:15-10:45am – travel and welcome to Under the Rainbow Child Care

- 10:45-11:45am – tour of Under the Rainbow Child Care
- 11:45am-12:45pm – lunch at Under the Rainbow Child Care
- 12:45-1:45pm – travel and welcome to Althorp Montessori School
- 1:45-2:45pm – tour of Althorp Montessori School
- 2:45-3:30pm – travel and welcome to Nelephant Montessori School
- 3:30-4:30pm – tour of Nelephant Montessori School and closing

### **What Does Indoor Risk Look Like for Child Care? For Supervisors – Back by Popular Demand** (in person at ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

*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.

### **Take It Outside, a Nature Perspective 3-Part Series – Back by Popular Demand** (meet in person at ECCDC, then walking to Glenridge Quarry Naturalization Site )

This series was created to help educators navigate the outdoors and offering 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

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### **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.

### **What Does Indoor Risk Look Like for Child Care? For Educators – Back by Popular Demand** (in person at ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

*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.

### **Examining Wild Play in Early Childhood** (webinar)

Wild play is a distinct and beneficial form of play rooted in real experiences, processes, and explorations where nature acts as the co-player. Wild play within untamed outdoor natural environments affords opportunities for complexity, spontaneity, curiosity, creativity, and entanglement. This presentation will focus on insights drawn from research focused on wild play programs where children are immersed within untamed natural areas repeatedly and over extended periods of time. By redefining what we mean by wild play in early childhood education fundamental shifts in the profession can be achieved and the experiences afforded to young children can be broadened. Supporting wild play within centre-based spaces will be showcased.

### **Supporting Children in Caring for the Earth through Outdoor Education Experiences with Author Jacob Rodenburg** (in person at Charles Daley Park, 1969 North Service Road, Jordan)

The average child spends more than 7.5 hours in front of a glowing screen and less than 20 minutes per day in unstructured outdoor play. They are more likely to remember the names of dozens of corporate logos than to be able to recognize even just a few local plants, birds, and mammals. In this interactive workshop, award-winning educator and author Jacob Rodenburg will offer up examples of fun, hands-on strategies for reconnecting children to nature. We'll dance like bees, follow scent trails, design micro-trails, sing like frogs, create beautiful nature art, learn how to become a bird "whisperer", and more! Jacob will offer up creative ideas on how to nurture stewards – children who care for each other and the Earth we all share.

### **Trauma-Informed Leadership** (webinar)

Leadership can be demanding – especially when navigating the realities of trauma that may be impacting oneself, one's colleagues, and one's clients. This session defines trauma, explores how trauma impacts interpersonal interactions, and proposes strategies for engaging others thoughtfully, including during trauma-impacted interactions.

The ECCDC extends gratitude to Niagara Region Children's Services for their longstanding commitment to funding many of ECCDC's local services and supports

early childhood community development centre  
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