

Revised Edition January to June 2024

# Professional Learning Opportunities *in your* Community

We are pleased to offer a mixture of webinars, in person and live streamed sessions.



Register for any of our sessions at [www.eccdc.org](http://www.eccdc.org), by calling 905.646.7311 ext. 304, or emailing [eccdc@eccdc.org](mailto:eccdc@eccdc.org)



# In this issue

## Implementing Ontario's Early Learning Frameworks in Early Learning Settings

### Incorporating *How Does Learning Happen?* in Your Program

- 5 How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals
- 7 Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment, A New 3-Part Series
- 9 Pedagogical Documentation in the Early Learning Classroom

### Increase knowledge/refresher on early child development

- 10 Nurturing Brilliant Minds: A Professional Learning Series for Educators of Infants and Toddlers
- 12 Understanding the Best Practices of Technology in an Early Learning Environment 3-part Series!
- 14 Exploring the Art of Tinkering 3-Part Series
- 16 Extending School Age Learning – Two-Part Series
- 18 FLIP IT: Supporting the Social and Emotional Development of Young Children and Reducing Their Instances of Challenging Behaviours
- 19 Risk Taking in Play – A New 3-Part Series
- 21 What Does Indoor Risk Look Like for Child Care? *For Supervisors*
- 22 What Does Indoor Risk Look Like for Child Care? *For Educators*

## Strengthening Diversity and Inclusion within Early Learning Settings

- 24 Inclusive Principles to Support Your Daily Practice Series
- 26 Learning Disabilities in the Early Years – A New 3-Part Series
- 28 Exploring Inclusion: Panel Discussion on Best Practices and Strategies in Niagara

- 29 Flourishing in the Early Years: Strategies for Promoting an Equitable and Discrimination-Free Early Learning Environment, 3-Part Series

## Engaging Families in Authentic Ways

- 31 Strengthening Your Program Through Trauma-Informed Practices
- 32 Fostering Relationships with Families

## Connecting Children to Nature

- 34 Exploring Nature Skills in our Early Learning Environments
- 35 Fostering an Inclusive Environment Through Nature Play, 3-Part Series
- 37 Child Care Program Self-Navigating Tour
- 38 Take It Outside, a Nature Perspective 3-Part Series
- 40 Examining Wild Play in Early Childhood

## Promoting Health, Safety and Wellbeing within Early Learning Environments

- 42 Coping with Challenging Behaviour – A Series by Canadian Author Barbara Kaiser
- 44 Fostering Resilience in Niagara: Trauma-Informed Workshop
- 45 The Worthy Professional: What Does it Mean to Be Enough?
- 46 Connecting Children to a Love of Food – A New Series
- 48 Vicarious Trauma – Strategies for Resilience
- 49 Addressing Challenging Behaviour in Young Children – The Leader's Role in Supporting Teams and Supporting Families
- 50 Challenging Behaviour: Supporting the Child, Family and Educator, A New 3-Part Series

# In this issue



## **Strengthening Early Learning Programs and Small Business Operational Strategies**

- 53 Collaborative Leadership: Becoming the Leader Everyone Wants to Follow, A New 2-Part Series
- 55 Diversity, Equity, and Inclusion: How to Build a Thriving Workplace for Everyone
- 56 Transforming Power, Privilege, and Prejudice: Building Equitable, Diverse, and Inclusive Organizations – a new 2-part Series
- 57 The “Crunch” – Creative Budgeting in Hard Times
- 58 Trauma-Informed Leadership

## **Inspiring Leadership in Early Learning and Child Care**

- 60 Fundamentals of Building a Strong Collective Team A New 3-Part Series
- 62 Coaching Strategies for Learning: Conflict, Performance, Change
- 63 Supervisory Coaching to Support Staff to be at Their Best

## **Peer to Peer Book Study Opportunities**

- 65 Book Study - Every Child Can Fly: An Early Childhood Educator’s Guide to Inclusion

## **Very Special Presentations Featuring Acclaimed Authors, Researchers and Storytellers**

- 67 Leading With Passion and Intention to Support Professional Growth: A Learning Institute
- 69 Self Regulation Havens 101
- 70 Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early

Childhood Education Programs – Book Signing and Full Day Institute

- 71 Supporting Children in Caring for the Earth through Outdoor Education Experiences

## **Niagara Communities of Practice Network Meetings**

- 74 Niagara Networks Winter 2024
- 75 Niagara Networks Spring 2024

The page features several overlapping squares in shades of green and brown. A large light green square is in the top right. A medium green square is on the left side, overlapping a smaller, lighter green square. A dark brown square is also on the left side, overlapping the medium green square. In the bottom right, there is a large dark brown square overlapping a smaller, lighter brown square.

# Implementing Ontario's Early Learning Frameworks in Early Learning Settings

Incorporating *How Does Learning  
Happen?* in Your Program

Supporting Children's Development  
Across the Ages



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

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.



#### Session 1

Presented *Via Webinar*

**Saturday September 23, 2023**

9:00 to 10:30 am

Niagara Educators: No Charge  
(sponsored through funding  
provided by Niagara Region  
Children's Services)

Outside Niagara Educators: \$25  
per session or \$80 for full series

*Continued on page 6*

## How Does Learning Happen in a Home-Based Setting? A 4-Part Series for Home Child Care Professionals continued

### 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.



#### Session 2

Presented *Via Webinar*

**Saturday November 25, 2023**

9:00 to 10:30 am

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$80 for full series

#### Session 3

Presented *Via Webinar*

**Saturday January 27, 2024**

9:00 to 10:30 am

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$80 for full series

#### Session 4

Presented *Via Webinar*

**Saturday March 23, 2024**

9:00 to 10:30 am

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$80 for full series



## Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment, A New 3-Part Series

### 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 1

Presented *Via Webinar*

**Thursday January 18, 2024**

6:30 to 8:00 pm

Niagara Educators: \$25 per session or \$60 for full series

Outside Niagara Educators: \$35 per session or \$85 for full series

*Continued on page 8*

## Nurturing Creative Art Experiences to Support Wellbeing in Your Early Learning Environment, A New 3-Part Series continued

### 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.

### 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.



### Victoria Armstrong, RECE, B.ECS, Owner Side By Side (SBS) Consulting Services

For over 15 years, Victoria Armstrong has devoted her life to living out this view of children and supporting and challenging others to live out this view of children also. A published author and dance instructor, she has held a variety of roles throughout her early learning career; Classroom Educator, Pedagogical Leader, College Professor, HR and Communications Specialist, Coordinator and Early Learning Consultant. A large part of her career was dedicated to the pioneering and growth of a children's art initiative that integrated local artists into early learning and licensed child care programs. Her passion for the arts in early childhood along with giving visibility to children's thinking through the process of pedagogical documentation is what has given her career specific direction over the past 8 years.



#### Session 2

Presented *Via Webinar*

**Thursday February 15, 2024**

6:30 to 8:00 pm

Niagara Educators: \$25 per session or \$60 for full series

Outside Niagara Educators: \$35 per session or \$85 for full series

#### Session 3

Presented *Via Webinar*

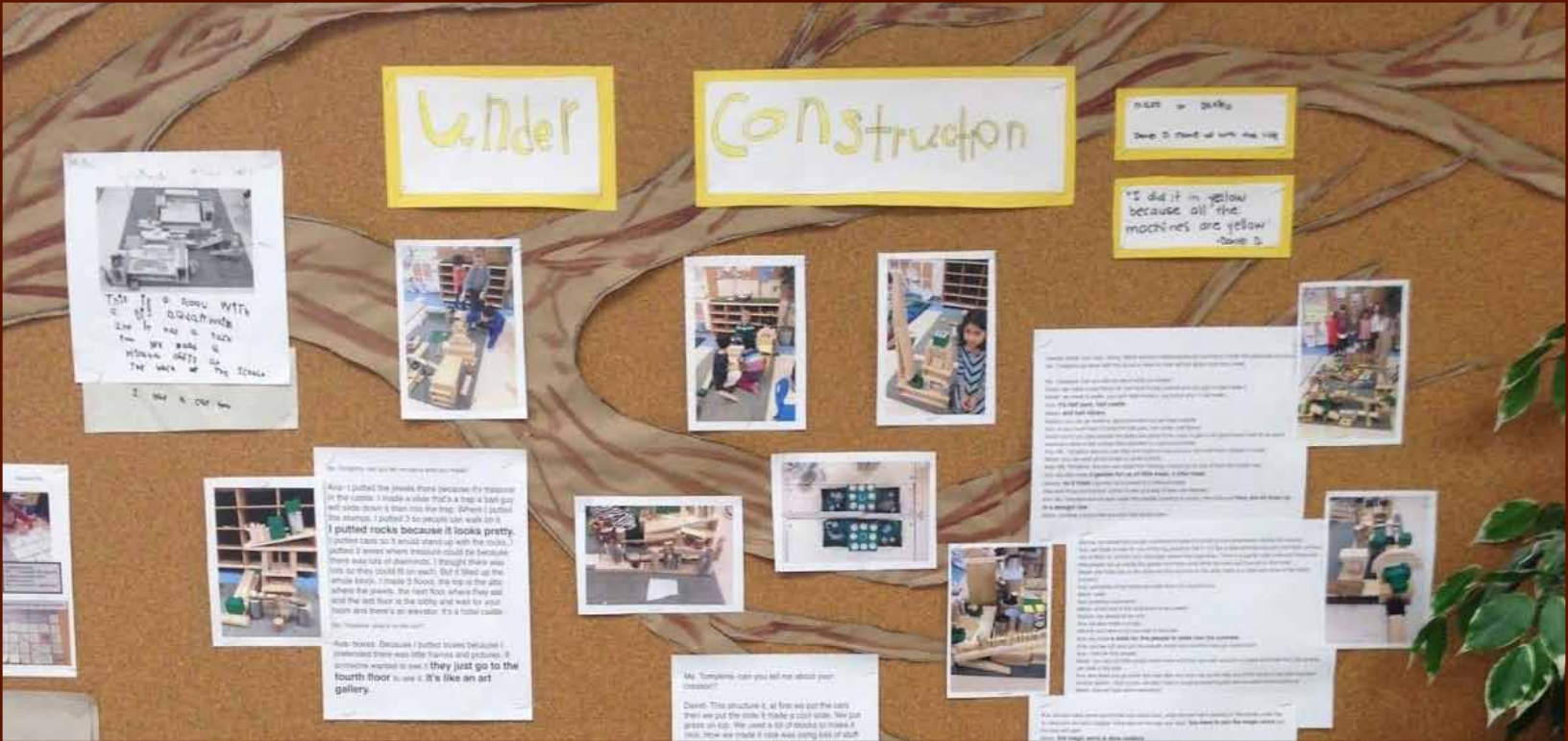
**Thursday March 21, 2024**

6:30 to 8:00 pm

Niagara Educators: \$25 per session or \$60 for full series

Outside Niagara Educators: \$35 per session or \$85 for full series





## Pedagogical Documentation in the Early Learning Classroom – Back by Popular Demand

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.



Presented *Via Webinar*

**Session 1: Thursday April 25, 2024**

**Session 2: Thursday May 23, 2024**

*(Please note registrants must attend both sessions to receive a certificate)*

6:30 to 8:00 pm (both dates)

Niagara Educators: \$45 for both sessions

Outside Niagara Educators: \$60 for both sessions



### Victoria Armstrong, RECE, B.ECS, Owner Side By Side (SBS) Consulting Services

For over 15 years, Victoria Armstrong has devoted her life to living out this view of children and supporting and challenging others to live out this view of children also. A published author and dance instructor, she has held a variety of roles throughout her early learning career; Classroom Educator, Pedagogical Leader, College Professor, HR and Communications Specialist, Coordinator and Early Learning Consultant. A large part of her career was dedicated to the pioneering and growth of a children's art initiative that integrated local artists into early learning and licensed child care programs. Her passion for the arts in early childhood along with giving visibility to children's thinking through the process of pedagogical documentation is what has given her career specific direction over the past 8 years.



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

### **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.

*Continued on page 11*

10

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

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

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

### 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.



Presented *Via Webinar* (all sessions)

**Session 1: Thursday October 19, 2023**

**Session 2: Thursday November 9, 2023**

**Session 3: Thursday January 25, 2024**

**Session 4: Thursday February 22, 2024**

**Session 5: Thursday March 7, 2024**

**Session 6: Thursday April 11, 2024**

6:30 to 8:00 pm (all sessions)

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$100 for full series



## Understanding the Best Practices of Technology in an Early Learning Environment – A New 3-part Series!

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

### Session One: Embracing Technology

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



#### Session 1

Presented *Via Webinar*

**Tuesday December 5, 2023**

6:30 to 8:00 pm

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series

*Continued on page 13*

## Understanding the Best Practices of Technology in an Early Learning Environment – A New 3-part Series! continued

### 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.



### Session 2

Presented *Via Webinar*

**Tuesday January 9, 2024**

6:30 to 8:00 pm

Niagara Educators: No Charge  
*(sponsored through funding provided  
by Niagara Region Children's Services)*

Outside Niagara Educators: \$25 per  
session or \$60 for full series

### Session 3

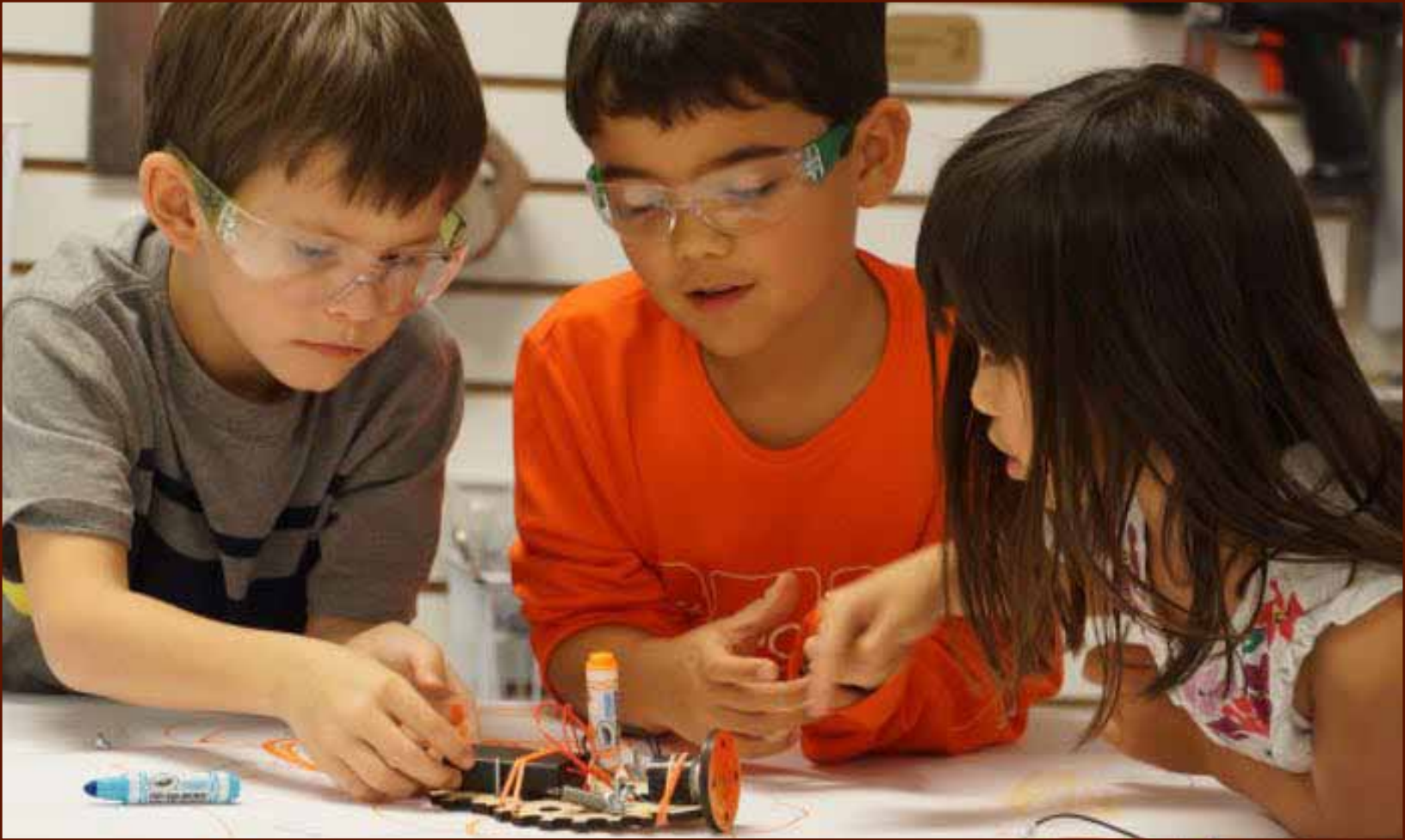
Presented *Via Webinar*

**Tuesday February 6, 2024**

6:30 to 8:00 pm

Niagara Educators: No Charge  
*(sponsored through funding provided  
by Niagara Region Children's Services)*

Outside Niagara Educators: \$25 per  
session or \$60 for full series



## Exploring the Art of Tinkering 3-Part Series – **Back by Popular Demand**

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.

*Continued on page 15*

## Exploring the Art of Tinkering 3-Part Series continued

### 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.



Presented *In Person in Niagara* (St. Catharines Museum, 1932 Welland Canals Parkway, St. Catharines) - all sessions

**Session 1: Tuesday January 16, 2024**

**Session 2: Tuesday February 13, 2024**

**Session 3: Tuesday March 19, 2024**

6:30 to 9:00 pm (all sessions)

Niagara Educators: \$15 per session or \$35 for full series (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series



## Extending School Age Learning – Two-Part Series

### 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



Presented *Via Webinar*

**Part 1: Tuesday January 30, 2024**

6:30 to 8:30 pm

Niagara Educators: \$45 per session or \$75 for both sessions

Outside Niagara Educators: \$55 per session or \$90 for both sessions

*Continued on page 17*



## Extending School Age Learning – Two-Part Series continued

### 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



Presented *Via Webinar*

**Session 2: Tuesday March 5, 2024**

6:30 to 8:30 pm

Niagara Educators: \$45 per session or \$75 for both sessions

Outside Niagara Educators: \$55 per session or \$90 for both sessions



#### Carolyn Hadcock, Bachelor of Teaching, ECE

I have been involved in the Early Childhood Education field for 40 years. My experience includes front line staff for 5 years and supervisor for 10 years. I am a retired professor, teaching in the School of Early Childhood Education at Seneca College for 20 years. I currently operate my own 35-year-old consulting business, Miss Carolyn Seminars, offering inspirational/keynote speaking and a variety of webinars, seminars, workshops, etc., that I have created, designed, and facilitated. I am passionate about the field of Early Childhood Education and feel that there is value for RECEs, etc., to be inspired, informed, and excited about teaching and caring for children of all ages. I am an enthusiastic, energetic speaker. My presentations and power-points are of high caliber and have received many kudos from organizations on their quality. I also teach meditation practices and have been doing it for 30+ years.



## FLIP IT: Supporting the Social and Emotional Development of Young Children and Reducing Their Instances of Challenging Behaviours – Back by Popular Demand

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.



Presented *Via Webinar*

**Part 1: Saturday February 3, 2024** from 8:30 to 10:00 am

**Part 2: Saturday April 6, 2024** from 8:30 to 11:30 am

**Part 3: Saturday May 4, 2024** from 8:30 to 11:30 am (*Please note that attendance at all sessions is required to receive a certificate*)

Niagara Educators: \$40 for three sessions

Outside Niagara Educators: \$55 for three sessions



## Risk Taking in Play – A New 3-Part Series

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

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

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



#### Session 1

Presented *Via Webinar*

**Tuesday February 27, 2024**

6:30 to 8:00 pm (both sessions)

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children’s Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series

*Continued on page 20*

## Risk Taking in Play – A New 3-Part Series continued

### 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.



#### Session 2

Presented *Via Webinar*

**Tuesday March 26, 2024**

6:30 to 8:00 pm

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series

#### Session 3

Presented *Via Webinar*

**Tuesday April 30, 2024**

6:30 to 8:00 pm

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series



## What Does Indoor Risk Look Like for Child Care? *For Supervisors* – Back by Popular Demand

*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.



Presented *in Person in Niagara*  
(ECCDC Conference Room, 3550  
Schmon Parkway, Thorold)

**Wednesday May 8, 2024**

9:30am to 11:30 am

Niagara Educators: \$10 (*sponsored  
through funding provided by Niagara  
Region Children's Services*)

Outside Niagara Educators: \$25



## What Does Indoor Risk Look Like for Child Care? *For Educators – Back by Popular Demand*

*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.



Presented *in Person in Niagara*  
(ECCDC Conference Room, 3550  
Schmon Parkway, Thorold)

**Tuesday May 14, 2024**

6:30 to 9:00 pm

Niagara Educators: \$10 (*sponsored  
through funding provided by Niagara  
Region Children's Services*)

Outside Niagara Educators: \$25



# Supporting Diversity and Inclusion



## **Inclusive Principles to Support Your Daily Practice Series – Back by Popular Demand**

This three-part series 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.

*Continued on page 25*



## Inclusive Principles to Support Your Daily Practice Series continued

### 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.



Presented *Via Webinar* (all sessions)

**Session 1: Thursday December 7, 2023**

**Session 2: Thursday January 11, 2024**

**Session 3: Thursday February 8, 2024**

6:30 to 8:00 pm (all sessions)

Niagara Educators: No Charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series



## Learning Disabilities in the Early Years – A New 3-Part Series

### 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 1

Presented *Via Webinar*

**Thursday February 29, 2024**

6:30 to 8:00 pm

Niagara Educators: No charge  
(*sponsored by the Learning Disabilities Association of Niagara*)

Outside Niagara Educators: \$10 per session or \$25 for full series

*Continued on page 27*

## Learning Disabilities in the Early Years – A New 3-Part Series continued

### 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.

**LDA Niagara** is a community-based agency that works with school boards and other community-based agencies to improve services and support for persons with learning disabilities. Dedicated volunteers carry out much of this work.



### Session 2

Presented *Via Webinar*

**Thursday April 4, 2024**

6:30 to 8:00 pm

Niagara Educators: No charge  
(sponsored by the Learning Disabilities Association of Niagara)

Outside Niagara Educators: \$10 per session or \$25 for full series

### Session 3

Presented *Via Webinar*

**Thursday May 2, 2024**

6:30 to 8:00 pm

Niagara Educators: No charge  
(sponsored by the Learning Disabilities Association of Niagara)

Outside Niagara Educators: \$10 per session or \$25 for full series



## Exploring Inclusion: Panel Discussion on Best Practices and Strategies in Niagara *with* ECCDC Training Team and Local Guest Speakers

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. Every child deserves to feel heard, welcomed and seen and this starts within our early learning environments. Although we cannot protect children from every form of media, we can ensure the books and materials within our early learning environments are diverse and are representative of many cultures and approaches. Ensuring that our early learning classrooms are diverse is more critical than ever before. This webinar will showcase the many ways diversity may be promoted within your early learning environment. Participants will gain information that will support them in critically thinking about diverse practices in a new way and strategies for promoting more diverse practices in an authentic way.



Presented *Via Webinar*

**Thursday March 28, 2024**

6:30 to 8:30 pm

Niagara Educators: No Charge for Niagara Educators (sponsored through funding provided by Niagara Region Children's Services)

*Open to Niagara Educators Only*



## Flourishing in the Early Years: Strategies for Promoting an Equitable and Discrimination-Free Early Learning Environment, 3-Part Series

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



Presented *Via Webinar* - all sessions

**Session 1: Tuesday April 16, 2024**

**Session 2: Tuesday May 7, 2024**

**Session 3: Tuesday June 4, 2024**

6:30 to 8:30 pm - all sessions

Niagara Educators: No charge  
(sponsored by Brock University –  
Faculty of Education)

Outside Niagara Educators: \$10  
per session or \$25 for full series



**Dr. Dane Marco Di Cesare** (he/him) is an Assistant Professor in the Faculty of Education at Brock University and Chair of the Canada Regional Network of INQYR (the International Partnership for Queer Youth Resilience). Di Cesare's research interests are intersectional and involve how youth with intersectional identities (particularly 2SLGBTQ+) engage with digital technology and their use of media literacies, supporting 2SLGBTQ+ mental health and wellbeing, gender equity with young children, and supporting early years families through the school system (2SLGBTQ+, families with children with special needs).

The page features several overlapping geometric shapes in various shades of green and brown. In the top right, there are two overlapping light green squares. On the left side, there is a large green rectangle with a smaller, lighter green square and a brown square overlapping it. In the bottom right, there are two overlapping brown squares of different shades.

# **Engaging Families in Authentic Ways**



## Strengthening Your Program Through Trauma-Informed Practices – Back by Popular Demand

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.

**Crisis and Trauma Resource Institute:** We envision a world where everyone is trauma-informed. We provide training (in-person and online), consulting, books, and free resources in the areas of trauma, mental health, counselling skills, and violence prevention. At the heart of our training materials and resources is a belief that everyone should be trauma-informed. We hope that the impact of our work ripples out into the world, inspiring learning and improving lives.



Presented *in Person in Niagara*  
(ECCDC Conference Room, 3550  
Schmon Parkway, Thorold)

**Saturday May 11, 2024**

8:30 am to 4:00 pm

Niagara Educators: \$65

Outside Niagara Educators: \$80



## Fostering Relationships with Families

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.



Presented *in Person in Niagara*  
(ECCDC Conference Room, 3550  
Schmon Parkway, Thorold)

**Tuesday April 2, 2024**

6:30 to 9:00 pm

Cost: No Charge (sponsored by  
Strive Niagara)

**Strive Niagara** provides exceptional learning environments for young families by delivering the highest standard of service and stewardship of resources. Through education and support, Strive Niagara empowers young families so that they can make informed healthy decisions, to transform their lives.







# Connecting Children to Nature



## Exploring Nature Skills in our Early Learning Environments

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.



Presented *Via Webinar*

**Tuesday February 20, 2024**

**6:30 to 8:00 pm**

Niagara Educators: \$15

Outside Niagara Educators: \$25



### **Christine Brown, Principal, At Last Forest Schools**

At Last Forest Schools uses the Forest School model to bring children closer to nature. By cultivating rich learning experiences, children will make a connection with the diverse natural environment. At Last Forest Schools encourages children to play and learn within their "local forest" with a knowledgeable and experienced educator who understands the importance of play and inquiry-based learning and how this can lead to a healthy child and more sustainable world.



## Fostering an Inclusive Environment Through Nature Play, 3-Part Series

### 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 1

Presented *Via Webinar*

**Wednesday April 10, 2024**

6:30 to 8:00 pm

Niagara Educators: \$15 per session or  
\$35 for full Series

Outside Niagara Educators: \$25 per  
session or \$55 for full Series

*Continued on page 36*

## Fostering an Inclusive Environment Through Nature Play, 3-Part Series continued

### 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.



Presented *Via Webinar* - all sessions

**Session 2: Thursday May 16, 2024**

**Session 3: Thursday June 13, 2024**

6:30 to 8:00 pm - all sessions

Niagara Educators: \$15 per session or \$35 for full Series

Outside Niagara Educators: \$25 per session or \$55 for full Series



### Christine Brown, Principal, At Last Forest Schools

At Last Forest Schools uses the Forest School model to bring children closer to nature. By cultivating rich learning experiences, children will make a connection with the diverse natural environment. At Last Forest Schools encourages children to play and learn within their "local forest" with a knowledgeable and experienced educator who understands the importance of play and inquiry-based learning and how this can lead to a healthy child and more sustainable world.



## Child Care Program Self-Navigating Tour

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

### Agenda

9:00 to 9:15 am	Welcome and Arrival at Fort Erie Cooperative Preschool
9:15 to 10:15 am	Tour of Fort Erie Cooperative Preschool
10:15 to 10:45 am	Travel and Welcome to Under the Rainbow Child Care
10:45 to 11:45 am	Tour of Under the Rainbow Child Care
11:45 am to 12:45 pm	Lunch at Under the Rainbow Child Care
12:45 to 1:45 pm	Travel and Welcome to Althorp Montessori School
1:45 to 2:45 pm	Tour of Althorp Montessori School
2:45 to 3:30 pm	Travel and Welcome to Nelephant Montessori School
3:30 to 4:30 pm	Tour of Nelephant Montessori School and Closing



### Saturday April 27, 2024

9:00 am to 4:30 pm

Niagara Educators: \$25 which includes lunch (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$40 which includes lunch



## Take It Outside, a Nature Perspective 3-Part Series – Back by Popular Demand

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.

*Continued on page 39*

## Take It Outside, a Nature Perspective 3-Part Series continued

### 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.



Presented *in Person in Niagara*  
(Meeting at ECCDC Conference Room,  
3550 Schmon Parkway, Thorold  
and Walking to Glenridge Quarry  
Naturalization Site) - all sessions

**Session 1: Thursday May 9, 2024**

**Session 2: Thursday May 30, 2024**

**Session 3: Thursday June 20, 2024**

6:30 to 9:00 pm - all sessions

Niagara Educators: \$10 per session or  
\$25 for full series (*sponsored through  
funding provided by Niagara Region  
Children's Services*)

Outside Niagara Educators: \$20 per  
session or \$50 for full series

### 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.



## Examining Wild Play in Early Childhood

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.



Presented *Via Webinar*

**Tuesday May 28, 2024**

6:30 to 8:30 pm

Cost: No Charge (this session is sponsored by Brock University – Faculty of Education)



**Debra Harwood, Professor (PhD), Department of Educational Studies, Program Director, Bachelor of Early Childhood Education**

Debra has been involved in the area of Early Childhood Education for more than 20 years. As a practitioner and researcher, Debra has worked directly with educators, families and young children in Ontario, British Columbia, and internationally. Her teaching and research expertise are focused on early child development and curriculum, nature pedagogies, professionalism, community capacity building, and ethical research practices with young children and their families.





# **Promoting Health, Safety and Wellbeing within Early Learning Environments**



## Coping with Challenging Behaviour – A Series by Canadian Author Barbara Kaiser – **Back by Popular Demand**

### 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.



#### Session 1

Presented *Via Webinar*

**Monday January 29, 2024**

**Please note:** Registrants must attend all 3 sessions to receive a certificate  
6:30 to 8:30 pm

Niagara Educators: No Charge  
(*sponsored through funding provided by Niagara Region Children’s Services*)

Outside Niagara Educators: \$55 for full series

*Continued on page 43*

## Coping with Challenging Behaviour – A Series by Canadian Author Barbara Kaiser continued

### 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.



Presented *Via Webinar* - all sessions

Session Two: February 26, 2024

Session Three: March 25, 2024

**Please note:** participants must attend all 3 sessions to receive a certificate

6:30 to 8:30 pm - all sessions

Niagara Educators: No Charge  
(sponsored through funding provided by Niagara Region Children’s Services)

Outside Niagara Educators: \$55 for full series



**Barbara Kaiser** is the co-author of *Challenging Behavior in Young Children*. She has taught at Acadia University and at Concordia University and College Marie-Victorin. In addition to presenting workshops and keynote speeches on challenging behaviour throughout the United States, Canada, Australia, Singapore, and Europe, Barbara has acted as chief consultant for *Facing the Challenge*, an instructional DVD based on *Challenging Behaviour in Young Children* (Devereux Center for Resilient Children), and a workshop, *What Do You Do With the Mad That you Feel for Mr. Rogers’ Family Communications, Inc.* Barbara founded and was the director of two child care centres and an after-school program. A master’s degree in educational administration from McGill University gives her a firm theoretical foundation, but above all her perspective is practical, realistic, and compassionate, stemming from decades of working with children, families, and teachers.



## Fostering Resilience in Niagara: Trauma-Informed Workshop

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.



Presented *in Person in Niagara*  
(ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

**Thursday February 1, 2024**

6:30 to 8:30 pm

Niagara Educators: No Charge  
(sponsored by Niagara Region Public Health)

Outside Niagara Educators: No Charge



## The Worthy Professional: What Does it Mean to Be Enough?

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.



Presented *Via Webinar*

**Saturday February 24, 2024**

9:30 to 11:00 am

Niagara Educators: \$25

Outside Niagara Educators: \$45



**Lisa Clarke** is a Registered Yoga Teacher (RYT-200), Certified Children's and Family Yoga Teacher (CCYT) and Children's Book Author. She has been specializing in yoga and mindfulness for children and educators since 2015, and has developed laLa yoga and mindfulness programs to support the foundations in How Does Learning Happen? Ontario's Pedagogy for the Early Years. Lisa is a proud member of the Physical Literacy Champions Group in Peel, advocating for the understanding and development of physical literacy in the early years. Before becoming a yoga teacher, Lisa was the acting Supervisor of her family's child care centre Children's Choice Daycare in Brampton, Ontario. Her experiences within a child care setting, combined with her knowledge of physical literacy and mind-body practices has given laLa wellness a reputation for engaging, quality learning experiences for children and educators.





## Connecting Children to a Love of Food – A New Series

This interactive workshop series will focus on supporting children’s well-being and development through promoting positive experiences with food. This three-part series will include sessions that provide strategies for nurturing children’s healthy development, mindful eating practices, as well as bringing joy back to the table.

### **Session 1 - Nurturing Children’s Healthy Development** *with the ECCDC Training Team*

*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.

*Continued on page 47*

## Connecting Children to a Love of Food – A New Series continued

### **Session 2 - Mindful Meals** *with Heidi Smith, RD, BSc. Registered Dietitian, Mindfulness Facilitator*

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** *with Janet Nezon, MHSc, Founder & Executive Director, Rainbow Plate: Healthy Eating Made Simple*

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.



Presented *Via Webinar* - all sessions

**Session 1: Monday April 8, 2024**

**Session 2: Monday May 13, 2024**

**Session 3: Monday June 3, 2024**

6:30 to 8:00 pm - all sessions

Niagara Educators: \$10 per session or \$25 for full series (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$25 per session or \$60 for full series



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

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.



Presented *Via Webinar*

**Tuesday April 9, 2024**

6:30 to 9:00 pm

Niagara Educators: \$45

Outside Niagara Educators: \$55

**The Crisis and Trauma Resource Institute:** We envision a world where everyone is trauma-informed. We provide training (in-person and online), consulting, books, and free resources in the areas of trauma, mental health, counselling skills, and violence prevention. At the heart of our training materials and resources is a belief that everyone should be trauma-informed. We hope that the impact of our work ripples out into the world, inspiring learning and improving lives.







## 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**

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.*



Presented *Via Webinar*

Monday April 22, 2024

9:30 to 11:30 am

Niagara Administrators: No Charge  
(sponsored through funding provided by Niagara Region Children’s Services)

Outside Niagara Administrators: \$25



**Barbara Kaiser** is the co-author of *Challenging Behavior in Young Children*. She has taught at Acadia University and at Concordia University and College Marie-Victorin. In addition to presenting workshops and keynote speeches on challenging behaviour throughout the United States, Canada, Australia, Singapore, and Europe, Barbara has acted as chief consultant for *Facing the Challenge*, an instructional DVD based on *Challenging Behaviour in Young Children* (Devereux Center for Resilient Children), and a workshop, *What Do You Do With the Mad That you Feel for Mr. Rogers’ Family Communications, Inc.* Barbara founded and was the director of two child care centres and an after-school program. A master’s degree in educational administration from McGill University gives her a firm theoretical foundation, but above all her perspective is practical, realistic, and compassionate, stemming from decades of working with children, families, and teachers.

To register for any session, visit [www.eccdc.org](http://www.eccdc.org), call 905.646.7311 ext. 304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org)



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

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.

*Continued on page 51*

## Challenging Behaviour: Supporting the Child, Family and Educator continued

### 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.



Presented *Via Webinar* - all sessions

**Session One: Tuesday April 23, 2024**

**Session Two: Tuesday May 21, 2024**

**Session Three: Tuesday June 11, 2024**

**Please note:** participants must attend all 3 sessions to receive a certificate

6:30 to 8:30 pm - all sessions

Niagara Educators: \$55 for full series

Outside Niagara Educators: \$85 for full series

### 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.



**Barbara Kaiser** is the co-author of *Challenging Behavior in Young Children*. She has taught at Acadia University and at Concordia University and College Marie-Victorin. In addition to presenting workshops and keynote speeches on challenging behaviour throughout the United States, Canada, Australia, Singapore, and Europe, Barbara has acted as chief consultant for *Facing the Challenge*, an instructional DVD based on *Challenging Behaviour in Young Children* (Devereux Center for Resilient Children), and a workshop, *What Do You Do With the Mad That you Feel for Mr. Rogers’ Family*

Communications, Inc. Barbara founded and was the director of two child care centres and an after-school program. A master’s degree in educational administration from McGill University gives her a firm theoretical foundation, but above all her perspective is practical, realistic, and compassionate, stemming from decades of working with children, families, and teachers.



# **Strengthening Early Learning Programs: Legislation and Small Business Operational Strategies**



## Collaborative Leadership: Becoming the Leader Everyone Wants to Follow, A New 2-Part Series

### 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.



Presented *Via Webinar*

**Session One: Wednesday October 11, 2023**

9:30 to 11:30 am

Niagara Administrators: \$65 per session or \$100 for full series

Outside Niagara Administrators: \$85 per session or \$135 for full series

*Continued on page 54*

## Collaborative Leadership: Becoming the Leader Everyone Wants to Follow, A New 2-Part Series continued

### 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.



**Lindsay Lapaquette, M.Sc.(A)** works with leaders who want to communicate authentically so they can effectively lead others without losing themselves. As a former Speech-Language Pathologist, Lindsay has extensive experience training and mentoring on a wide range of topics related to attachment-based, client-centered approaches in early childhood settings.



Presented *Via Webinar* - all sessions

**Session Two: Wednesday January 31, 2024**

9:30 to 11:30 am

Niagara Administrators: \$65 per session or \$100 for full series

Outside Niagara Administrators: \$85 per session or \$135 for full series



## Diversity, Equity, and Inclusion: How to Build a Thriving Workplace for Everyone

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.



Presented *Via Webinar*

**Wednesday March 6, 2024**

9:00 am to 12:00 pm

Niagara Administrators: \$65

Outside Niagara Administrators: \$85

**The Achieve Centre** provides training (in-person and online), consulting, books, and free resources in the areas of leadership, workplace culture, conflict, and communication. At the heart of our training materials and resources is a belief that everyone deserves to like where they work. We hope that the impact of our work ripples out into the world, inspiring learning and improving lives.



## Transforming Power, Privilege, and Prejudice: Building Equitable, Diverse, and Inclusive Organizations – a new 2-part Series!

### 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.



Presented *Via Webinar* - both sessions

**Session 1: Wednesday February 7, 2024**

**Session 2: Wednesday March 6, 2024**

*Please note:* participants must attend both sessions to receive a certificate

9:30 to 11:30 am - both sessions

Niagara Administrators: \$75 for full series

Outside Niagara Administrators: \$85 for full series



**Paul Okoye, Senior Consultant, Credence and Co.** - Paul is a leader of organizational change, culture transformation, dispute resolution and training with over 15 years of management consulting experience. As a leadership consultant and diversity practitioner, Paul is focused on helping organizations and systems overcome barriers related to equity, diversity and inclusion (EDI). Paul provides training on behalf of Credence & Co., which supports organizations and their leaders, helping them to thrive and flourish.







## The “Crunch” – Creative Budgeting in Hard Times

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.



Presented *Via Webinar*

**Wednesday April 3, 2024**

9:30 to 11:30 am

Niagara Administrators: \$45

Outside Niagara Administrators: \$55



**Alison Grbic** has 30 years Leadership Experience in the early learning sector as Owner and Manager of multiple Child Care Centres; Manager of 5 Ontario Early Years Centres; College Field Advisor; and currently Senior Manager of 19 TCDSB EarlyON Centres across the GTA for over a decade.

*Niagara Registrants are invited to attend the Executive Directors and Administrators Network following this webinar to connect about issues and opportunities to share strategies, suggestions and best practices with their colleagues from 11:30am-1:00pm*

To register for any session, visit [www.eccdc.org](http://www.eccdc.org), call 905.646.7311 ext. 304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org)



## Trauma-Informed Leadership

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.



Presented *Via Webinar*

**Wednesday June 5, 2024**

9:30 to 11:30 am

Niagara Administrators: \$45

Outside Niagara Administrators: \$55



**Marg Van Herk-Paradis, President, Senior Consultant, Credence and Co. -**

As Co-Founder and President at Credence & Co., Marg Van Herk-Paradis specializes in working with workplaces to address conflict, transform organizational culture, and clarify organizational mission and vision through the use of creative tools. Marg’s professional experience includes over twenty-five years in not-for-profit organizations, of which seventeen years were in a leadership position.



The page features several large, semi-transparent geometric shapes. In the top right, there are overlapping light green squares. On the left side, there is a large green rectangle with a smaller, lighter green square and a brown square overlapping it. In the bottom right, there are overlapping brown squares of various shades.

# **Inspiring Leadership in Early Learning and Child Care**



## **Fundamentals of Building a Strong Collective Team – A New 3-Part Series**

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

*Continued on page 61*

## Fundamentals of Building a Strong Collective Team – A New 3-Part Series continued

### 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..



Presented *In Person in Niagara* (ECCDC Conference Room, 3550 Schmon Parkway, Thorold) and *Via Live Stream* - all sessions

**Session 1: Wednesday October 18, 2023**

**Session 2: Wednesday January 24, 2024**

**Session 3: Wednesday May 22, 2024**

**Please note:** participants must attend all 3 sessions to receive a certificate

2:30 to 4:30 pm - all sessions

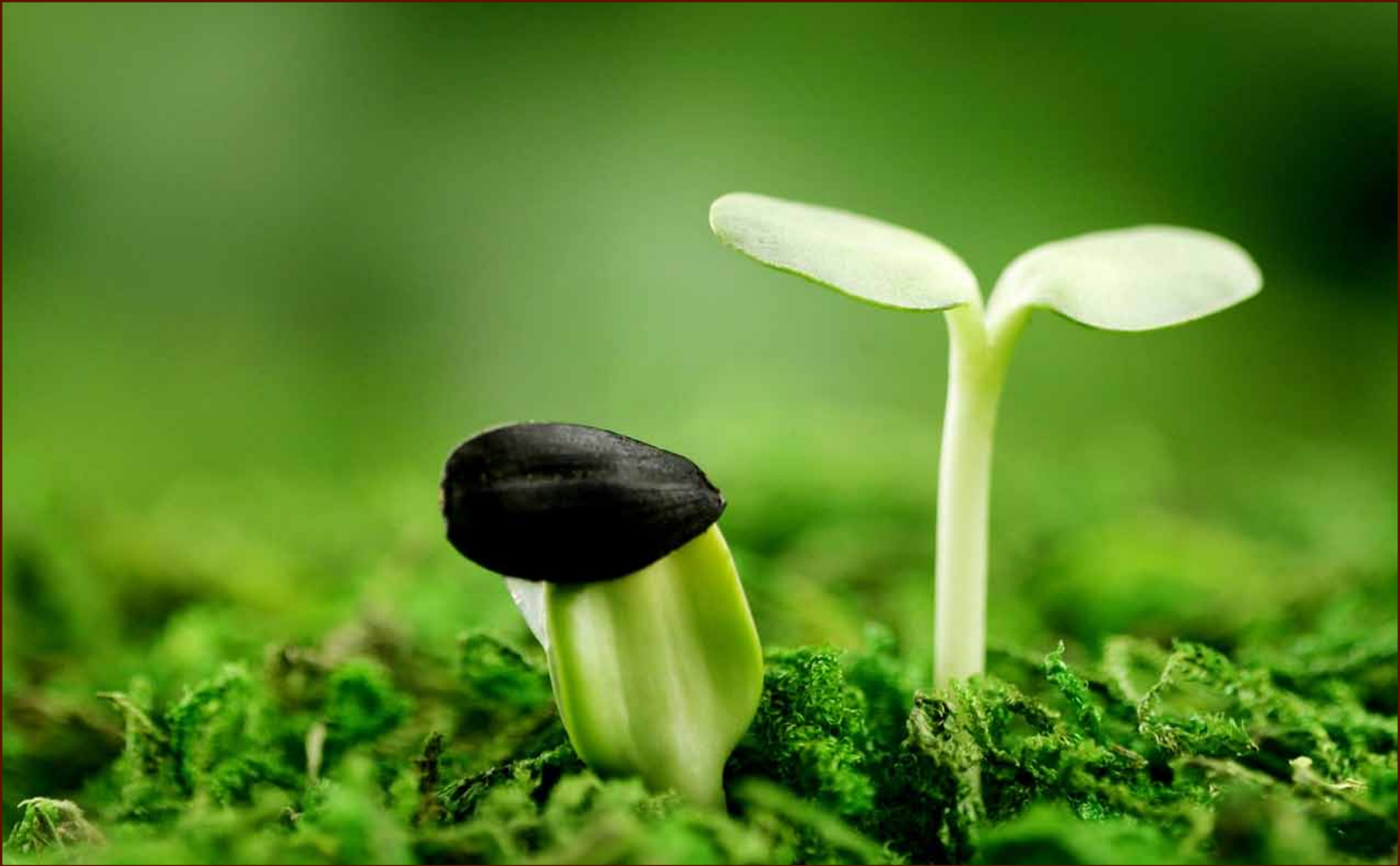
Niagara Educators: No Charge (sponsored through funding provided by Niagara Region Children's Services)

Outside Niagara Educators: \$60 for full series

### 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.

*Please note the Supervisor Network will follow these sessions from 4:30 to 6:00pm*



## Coaching Strategies for Learning: Conflict, Performance, Change

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.



Presented *Via Webinar*

**Wednesday February 28, 2024**

2:30 to 4:30 pm

Niagara Administrators: \$55

Outside Niagara Administrators: \$65

**The Achieve Centre** provides training (in-person and online), consulting, books, and free resources in the areas of leadership, workplace culture, conflict, and communication. At the heart of our training materials and resources is a belief that everyone deserves to like where they work. We hope that the impact of our work ripples out into the world, inspiring learning and improving lives.





## Supervisory Coaching to Support Staff to be at Their Best

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.



Presented *Via Webinar*

**Wednesday March 20, 2024**

2:30 to 4:30 pm

Niagara Administrators: \$25

Outside Niagara Administrators: \$55



**Marg Van Herk-Paradis, President, Senior Consultant, Credence and Co. -**

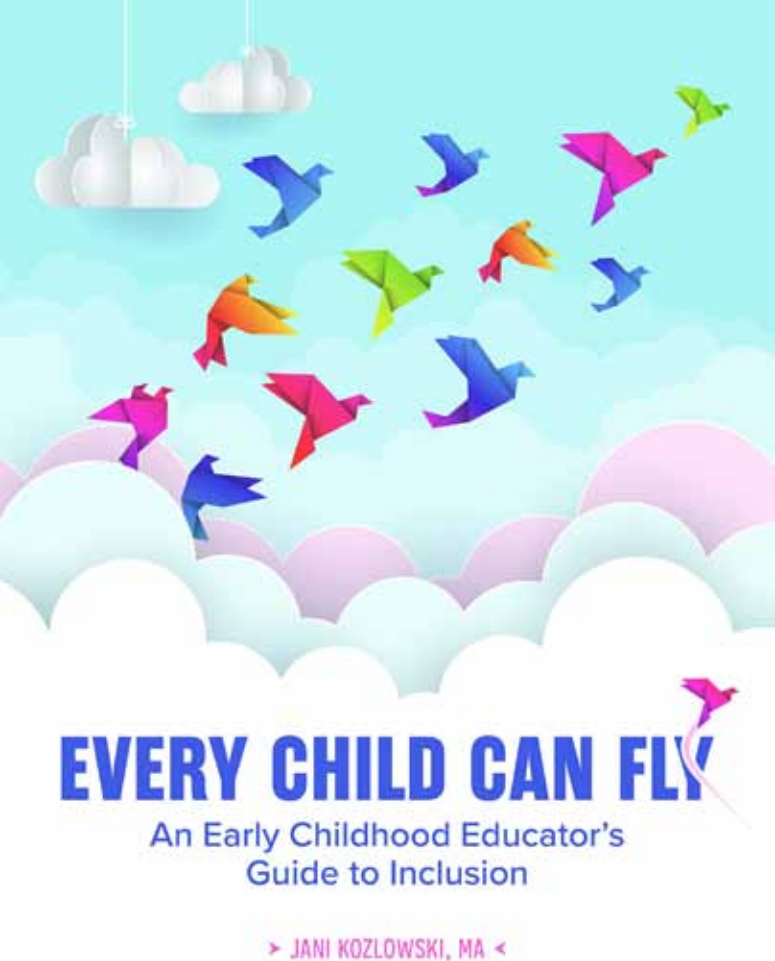
As Co-Founder and President at Credence & Co., Marg Van Herk-Paradis specializes in working with workplaces to address conflict, transform organizational culture, and clarify organizational mission and vision through the use of creative tools. Marg's professional experience includes over twenty-five years in not-for-profit organizations, of which seventeen years were in a leadership position.





# Peer to Peer Book Study Opportunities





## Book Study - Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion

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



Presented *Via Webinar* - all sessions

**Session 1: Monday February 5, 2024**

**Session 2: Monday March 4, 2024**

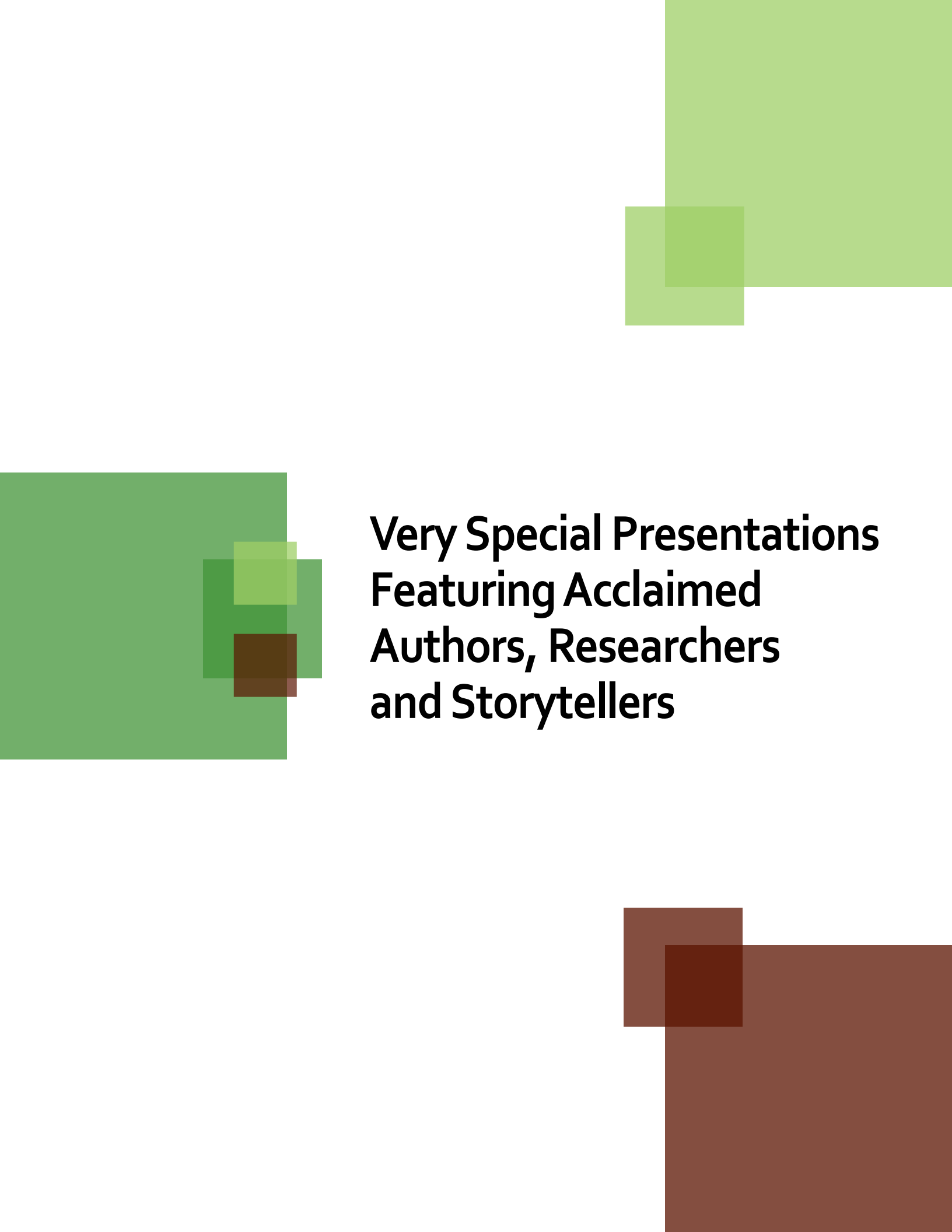
**Session 3: Monday April 15, 2024**

6:30 to 8:00 pm - all sessions

Niagara Educators No charge (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$45

Participants may choose to purchase a copy of the book through ECCDC if they don't already own it

The background features several overlapping geometric shapes. In the top right, there are two light green squares of different sizes. On the left side, there is a large green square with a smaller, lighter green square and a brown square overlapping it. In the bottom right, there are two overlapping brown squares of different sizes.

**Very Special Presentations  
Featuring Acclaimed  
Authors, Researchers  
and Storytellers**



## Leading With Passion and Intention to Support Professional Growth: A Learning Institute *with* Internationally Respected Researcher and Author, Susan MacDonald

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

*continued on page 68*

## Leading With Passion and Intention to Support Professional Growth: A Learning Institute with Internationally Respected Researcher and Author, Susan MacDonald continued

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



Presented *In Person in Niagara* (Balls Falls Conservation Area, 3292 Sixth Avenue, Lincoln)

**Friday May 3 and Saturday May 4, 2024**

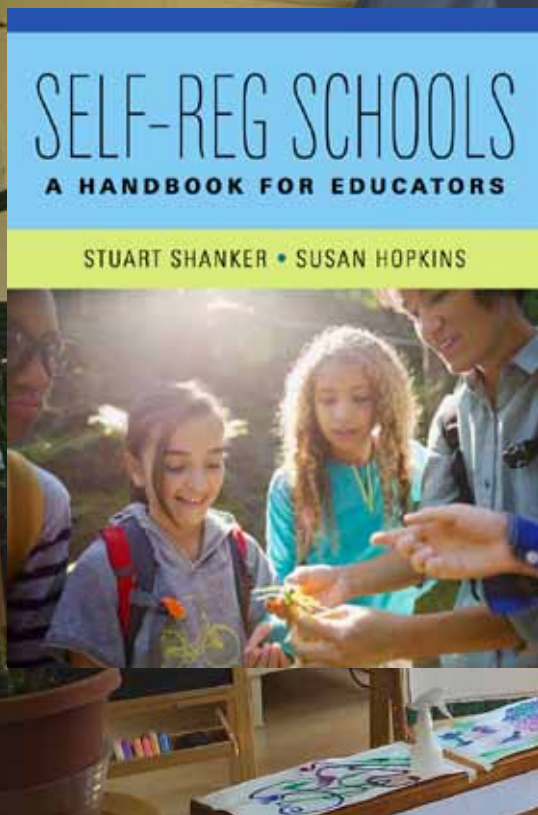
Friday: 6:30 to 9:00pm and Saturday: 9:00 am to 3:00 pm

Niagara Administrators: \$165

Outside Niagara Administrators: \$180



**Susan MacDonald, M.Ed.**, will be your inspirational and informative guide on this journey. She will share her expertise from her books, *Inspiring Early Childhood Leadership* and *Inspiring Professional Growth*, and her first-hand knowledge of leading early childhood programs from her years as a director of a Reggio-inspired preschool. Susan will bring her broad knowledge of the early childhood field and her unique background as a professional coach, with certifications through the Institute for Professional Excellence in Coaching and the Center for School Transformation into all aspects of this program.



## Self Regulation Havens 101

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.



Presented *in Person in Niagara* (ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

**Saturday March 2, 2024**

10:00 am to 4:00 pm

Niagara Educators: \$75 includes lunch

Outside Niagara Educators: \$85 includes lunch

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.



**Dr. Susan Hopkins** is the Executive Director of Dr. Stuart Shanker's organization, The MEHRIT Centre. Susan has been a teacher, school administrator, inclusive schooling coordinator, curriculum developer, educational researcher, and educational leader. She has worked in every area of education from the early years to post-secondary, from remote Northern schools to the Department of Education, and across contexts that include Italy and the Northwest Territories.

To register for any session, visit [www.eccdc.org](http://www.eccdc.org), call 905.646.7311 ext. 304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org)

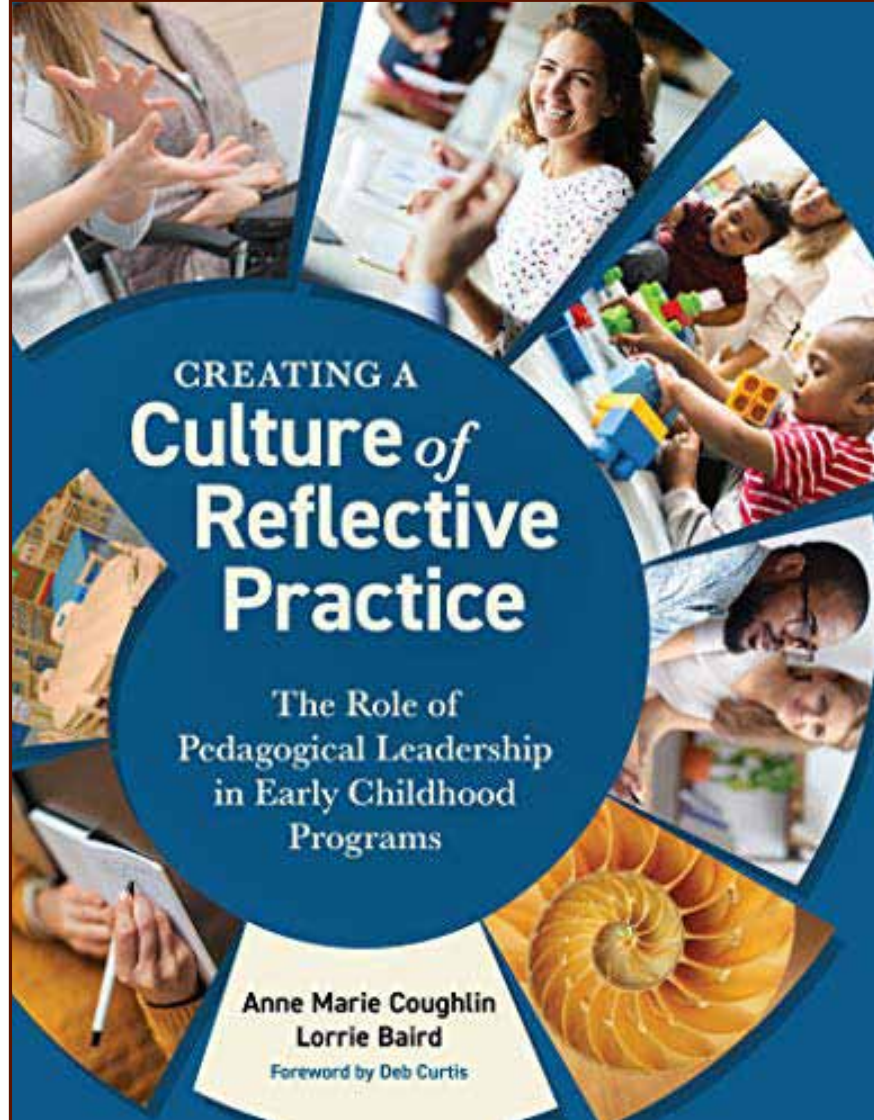
# Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early Childhood Education Programs – Book Signing and Full Day Institute *with* Anne Marie Coughlin and Lorrie McGee Baird

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

To register for any session, visit [www.eccdc.org](http://www.eccdc.org), call 905.646.7311 ext. 304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org)



Presented *In Person in Niagara* (ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

**Saturday April 13, 2024**

Book Signing, Meet the Authors, and Full Day Institute from 9:00 am to 4:30 pm

Niagara Educators: \$75 includes breakfast and lunch (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$85 includes breakfast and lunch

A copy of the book *Creating a Culture of Reflective Practice* may be ordered on your behalf by advising the ECCDC by February 28



## Supporting Children in Caring for the Earth through Outdoor Education Experiences *with* Author Jacob Rodenburg

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.



Presented *in Person in Niagara* (Charles Daley Park, 1969 North Service Road, Jordan)

**Saturday June 1, 2024**

10:00 am to 3:00 pm

Niagara Educators: \$50 (*sponsored through funding provided by Niagara Region Children's Services*)

Outside Niagara Educators: \$60



**Jacob Rodenburg** has taught in the field of Outdoor Education for almost 30 years. He is currently the Executive Director of Camp Kawartha and teaches part time at Trent University in environmental education. Recently Jacob co-authored an award-winning book called "The Big Book of Nature Activities" with naturalist Drew Monkman. Jacob conceived of an environmental framework for children of all ages called the Pathway to Stewardship & Kinship.

To register for any session, visit [www.eccdc.org](http://www.eccdc.org), call 905.646.7311 ext. 304, or email [eccdc@eccdc.org](mailto:eccdc@eccdc.org)



# Niagara Communities of Practice Network Meetings





ECCDC's organizational support team would like to invite Niagara's educators to join their colleagues for discussion and reflection through community of practice networks in a peer to peer setting. The Networks will be exploring concepts and ideas related to current trends and research in the early learning field. During the networks, educators will be provided an opportunity to connect, listen, and consider next steps for their daily practice. If you have any questions or ideas you would like added to the agenda for the network to explore, please send them to [eccdc@eccdc.org](mailto:eccdc@eccdc.org).

# Niagara Networks Winter 2024

(January to February 2024)

**Please note** all Winter 2024 Networks will take place via Zoom. Registration is required.

## **New Graduate Network | Monday January 22, 2024 • 6:30 to 8:00 pm**

If you have graduated in the last three years or you are about to graduate as an Early Childhood Educator, then this network is for you. The network will provide opportunities for educators to connect and engage in reflective conversations with other early learning professionals new to the field from across Niagara. The topic for conversation during this meeting will be Trauma Informed Care with a resource being sent out prior to the meeting to support reflections and conversations. There will be opportunities to engage in a round table discussion to share challenges and collaboratively brainstorm solutions, and time will also be set aside to collectively plan topics and format for upcoming meetings.

## **Licensed Child Care Supervisors Network | Wednesday January 24, 2024 • 4:30 to 6:00 pm**

Supervisors will have an opportunity to network with their colleagues to reflect upon tools and resources to support their team. The topic for conversation, during this meeting, will be Trauma Informed Care with a resource being sent out prior to the meeting to support reflections and conversations around supporting educator teams in using this resource. There will be opportunities to engage in a round table discussion to share successes, challenges, and collaboratively brainstorm solutions, and time will also be set aside to collectively plan topics and format for conversations for the Spring and Fall meetings.

## **Nature Alliance Network | Wednesday January 31, 2024 • 6:30 to 8:00 pm**

Join the ECCDC and fellow participants who have an interest in bringing nature to early years children. During this meeting participants will have an opportunity to engage in conversations around how educators can utilize the healing properties of nature to support children's well-being. The Children & Nature Network resource 'Nature as a pathway for healing...' will be sent out to participants prior to the meeting and used to prompt conversations and reflections. Participants are invited to share photos and/or documentation reflecting what they are noticing and seeing their children explore in their programs. Please feel free to send them prior to the meeting. There will be opportunities to engage in discussion regarding successes, challenges, and collaboratively brainstorming solutions, as well as time to collectively plan future meetings.

## **Infant and Toddler Network | Monday February 12, 2024 • 6:30 to 8:00 pm**

During this meeting educators will have an opportunity to engage in reflective conversations around Trauma Informed Care prompted by a resource that will be sent out prior to the meeting. Participants will be invited to share what is happening and what they are noticing in their infant & toddler programs and are welcome to share photos and documentation. Please feel free to send them ahead of time. There will be opportunities to engage in a round table discussion to share successes, challenges, and collaboratively brainstorm solutions, and time will also be set aside to collectively plan topics and the format for conversations for the Spring and Fall meetings.

## **Preschool Network | Wednesday February 21, 2024 • 6:30 to 8:00 pm**

During this meeting educators will have an opportunity to engage in reflective conversations around Trauma Informed Care prompted by a resource that will be sent out prior to the meeting. Participants will be invited to share what is happening and what they are noticing in their preschool programs and are welcome to share photos and documentation. Please feel free to send them ahead of time. There will be opportunities to engage in a round table discussion to share successes, challenges, and collaboratively brainstorm solutions, and time will also be set aside to collectively plan topics and format for conversations for the Spring and Fall meetings.

## **School Age Network | Thursday February 22, 2024 • 6:30 to 8:00 p.m**

During this meeting educators will have an opportunity to engage in reflective conversations around Trauma Informed Care prompted by a resource that will be sent out prior to the meeting. Participants will be invited to share what is happening and what they are noticing in their school age programs and are welcome to share photos and documentation. Please feel free to send them ahead of time. There will be opportunities to engage in a round table discussion to share successes, challenges, and collaboratively brainstorm solutions, and time will also be set aside to collectively plan topics and format for conversations for the Spring and Fall meetings.

# Niagara Networks Spring 2024

## (April to May 2024)

### **Executive Directors and Administrators Network (formerly Executive Directors Network)**

The Executive Directors and Administrators Network meeting will take place following The “Crunch” – Creative Budgeting in Hard Times with Alison Grbic. Participants are invited to watch the webinar at the ECCDC and join the in person meeting which follows. For more details on this session, please refer to page 69.

- **Wednesday April 3, 2024** • 11:30 am to 1:00 pm • Offered in Person in Niagara (ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

### **Licensed Child Care Supervisors Network**

Supervisors are invited to join the Fundamentals of Building a Strong Collective Team Session 3 from 2:30 to 4:00 pm (more details on page 74-75) followed by the Supervisor community of practice meeting.

- **Wednesday May 22, 2024** • 4:30 to 6:00 pm • Offered in Person in Niagara (ECCDC Conference Room, 3550 Schmon Parkway, Thorold)

The following will be offered in partnership with Niagara’s early learning community and the meetings will be based upon conversations at the Winter Community of Practice Network Meetings. Please see the dates below and watch for the details of each the Community of Practice Network Meetings to be sent out to the community in March 2024.

### **New Graduate Network**

- **Wednesday April 10, 2024** • 6:30 to 8:00 pm • Offered in Person in Niagara (Location to be announced)

### **Licensed Child Care Cooks Network**

- **Thursday April 18, 2024** • 5:30 to 7:00 pm • Offered in Person in Niagara (Location to be announced)

### **Infant and Toddler Network**

- **Wednesday April 24, 2024** • 6:30 to 8:00 pm • Offered in Person in Niagara (Location to be announced)

### **Nature Alliance Network**

- **Monday April 29, 2024** • 6:30 to 8:00 pm • Offered in Person in Niagara (Location to be announced)

### **Preschool Network**

- **Wednesday May 1, 2024** • 6:30 to 8:00 pm • Offered Via Zoom

### **School Age Network**

- **Monday May 13, 2024** • 6:30 to 8:00 p.m • Offered in Person in Niagara (Location to be announced)

The ECCDC extends gratitude to Niagara Region Children's Services for subsidizing costs associated with many of our programs and services in support of Niagara Region's early learning programs.



**eccdc**

Early Childhood Community Development Centre

3550 Schmon Parkway, Thorold, ON L2V 4Y6 | 905.646.7311 ext. 304 | [eccdc@eccdc.org](mailto:eccdc@eccdc.org) | [www.eccdc.org](http://www.eccdc.org)   

Any of the sessions you read about in esteem can be customized to meet the individualized needs of your program or organization.