



Haldimand-Norfolk

REACH

*supporting children, families, communities*

[www.hnreach.on.ca](http://www.hnreach.on.ca)

Ontario Early Years Centres

*A Place for Parents And Their Children.*



Centres de la Petite enfance

*Un endroit pour les parents et leurs enfants.*

A Unit of HN REACH



# Professional Learning Guide Fall 2016

We do not learn from experience...  
we learn from reflecting on experience.

John Dewey

Ontario Early Years Centre -  
Haldimand & Norfolk  
12 Colborne St. N.  
Simcoe, ON N3Y 3T9  
Ph: 519.429.2875 or 1.866.463.2759



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Dear Colleagues,

“Reflective practice is not a new concept, for many years educators, administrators, mentors, families and children have been working together to demonstrate the thinking behind the learning taking place. John Dewey (1910) wrote about the importance of reflection and its impact on the learning process. He stated that reflection is a way for educators to recognize their thinking; to look at all sides of a situation, and to avoid the impulse to keep doing the same thing over and over again.

Being a reflective educator strengthens our image of the child and the ability to think and act when complex issues arise in our daily practices. “How Does Learning Happen? Ontario Pedagogy for the Early Years asks educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional growth.”

The College of Early Childhood Educators, Code of Ethics and Standards of Practice requires that educators engage in reflective practices within the Standard IV: Professional Knowledge and Competencies. It is through reflective practices that educators are able to strive for excellence in critical thinking enhancing their own learning along side children and families. Reflective practices provide educators with the language that demonstrates their professional knowledge and supports how they make decisions and take actions as professionals on regular basis. Allowing them to use and communicate current evidence based research within their daily practice for parents and other professionals.

Join us on November 18 & 19, 2016 as the HN Quality Initiative hosts a Reflective Learning Institute with Lorrie Baird and Anne Marie Coughlin to further explore together the impact of reflection on our profession.

Angela Crooks, RECE & Kathy Wardell, RECE  
Community Educators - HN REACH

## College of Early Childhood Educators

### Code of Ethics and Standards of Practice

The Standards of Practice Committee presented the draft *Code of Ethics and Standards of Practice* document for Council's consideration in December 2010. They were approved in a by-law of the College by Council on December 1, 2010 as the Code of Ethics and the Standards of Practice for members of the College. February 28, 2011 was approved as the date for this by-law to come into force.



The College has established the following six standards dealing with specific issues in the practice of early childhood education:

- I. Caring and Nurturing Relationships that Support Learning
- II. Developmentally Appropriate Care and Education
- III. Safe, Healthy and Supportive Learning Environments
- IV. Professional Knowledge and Competence
- V. Professional Boundaries, Dual Relationships and Conflicts of Interest
- VI. Confidentiality and Consent to the Release of Information Regarding Children and their Families

Taken together, the Code of Ethics and the Standards of Practice serve to guide, assist and direct the professional practice of College members. Both the code of Ethics and the Standards of Practice apply to all aspects of practice, unless otherwise stated in a particular standard, and are used to determine and adjudicate issues of professional conduct.

Source: College of Early Childhood Educators, Code of Ethics and Standards of Practice,  
February 2011.

# Professional Education

## **“Responsibilities to Colleagues and to the Profession”**

“Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice. They support experienced colleagues, those who are new to the profession and students aspiring to the profession.”

*Code of Ethics and Standards of Practice - 2011*

“Knowledgeable, responsive early childhood professionals are essential”

*Early Learning for Every Child Today, Best Start Expert Panel on Early Learning*

The Quality Initiative is delivered to Haldimand & Norfolk Counties through the Ontario Early Years Centre a Unit of H-N REACH. (funded by Norfolk County)

Reflective practice learning opportunities are provided for supervisors, educators, and students to enhance knowledge of current research and trends in the field of early childhood education.

If you would like further information or if you would like to participate in this initiative, in house training, mentoring or professional learning opportunities, call Kathy Wardell, 519.429.2875 ext. 230, or Angela Crooks, 905.701.9572 ext. 602.



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## **Participants of Haldimand & Norfolk’s Quality Initiative**

- Bambi’s Nursery School
- Calvary Daycare
- Children’s Laugh and Learn Daycare Inc.
- Cypres Active Living Centre CSC HN
- Edukids Day Care
- Family Early Intervention Program, HN REACH
- Koala T Care Daycare
- Licensed Home Child Care, HN REACH
- Little People’s Academy
- Mary Poppins Co-op Preschool
- McKinnon Park Child Care Centre, HN REACH
- Montessori Children’s Centre
- Norfolk Little People’s Day Care Inc.
- Ontario Early Years Centre, HN REACH
- Parkway Day Care Centre
- Ready Set School, HN REACH
- School Age Program, HN REACH
- Today’s Family
- YWCA Children’s Centre, Dunnville

# Resource Room

The OEYC HN-Simcoe site has a Resource Room for parents and professionals.

For a small fee you can use the laminator, die press, book binder and photocopier.

Fee: \$20.00 yearly individual membership

\$50.00 yearly membership for a group of 4 from same the centre, agency or school

\$ 5.00 day pass

There is an additional charge for specialty paper, materials, laminating and photocopies. For more information on the Resource Room or to arrange a tour of the equipment contact us at:

## Opening Hours:

Call in advance to book your time in the Resource Room.

Tuesday - 4:00 p.m. to 7:30 p.m.

3rd Saturday of each month

Ph: 519.429.2875

No bookings will be taken after 7:00 p.m. for evening or 11:30 a.m. on Saturdays.

We try to accommodate the needs of the user and encourage you to call the centre if you would like to use the room other than the above opening hours. Please note we are unable to accommodate every request due to staffing and can only accommodate requests from frequent users who are familiar with the equipment.

To comply with the Occupational Health and Safety Act of Ontario and Industrial Regulations, children under the age of 12 years are **not** permitted to enter the Resource Equipment Room. Staff must adhere to these rules. We ask that you make alternate child care arrangements prior to attending the Resource Room, children cannot be left unattended.

Please note that staff cannot die press or laminate materials for you.

## Language and Literacy Kits:

Drop in at the OEYC - Simcoe Site located at 12 Colborne Street North or call 1.866.463.2759 /519.429.2875 to see what we have to offer.

- Loose Part Bins
- Invitations to Play
- Seasonal Activities

# Registration Guidelines

**Registration opens: Monday, August 15, 2016**

To register for our Professional Education workshops either email: [oeyc@hnreach.on.ca](mailto:oeyc@hnreach.on.ca) or telephone 519.429.2875, 905.765.1661 or toll free 1.866.463.2759.

If there is a cost attached to your registration then payment should be mailed or made in person at the Ontario Early Years Centre – H & N at 12 Colborne Street North, Simcoe, ON N3Y 3T9.

Registration will not be confirmed unless payment has been made in full. No debit or credit card payments can be accepted. All cheques should be made payable to H-N REACH.

**Registration deadline is 1 week prior to each workshop unless otherwise specified.**

## **Cancellation Policy:**

Participants may cancel their registration for a workshop 1 week prior to the start date and receive a full refund, unless otherwise specified.

No refunds will be given unless 1 week notice has been given. You may transfer your registration to another person not already registered for the workshop.

A workshop may be cancelled if the minimum number of persons required is not reached. A full refund will be given to participants in this instance.

## Dates to Remember

**Week of the Child and Youth**

**October 17-23**

**Reflective Teaching Institute**

**November 18 & 19**

Look at all the ways professional learning occurs



Continuous Learning Plan is a self-reflective and self-directed framework for continuous professional learning. The framework is designed to help RECE reflect, plan for and document their professional learning in a meaningful way. Any learning that is already taking place can be incorporated into the process.

September 2016, upon renewal of your membership a post card with details on how to begin this process was enclosed with your new membership card.

Please visit the website for further details.

<http://www.college-ece.ca/Pages/default.aspx>

# Professional Networks

## Early Learning and Child Care Network (ELCCN)

The purpose of the Early Learning Child Care (ELCC) Group to provide a centralized network for growth and learning.

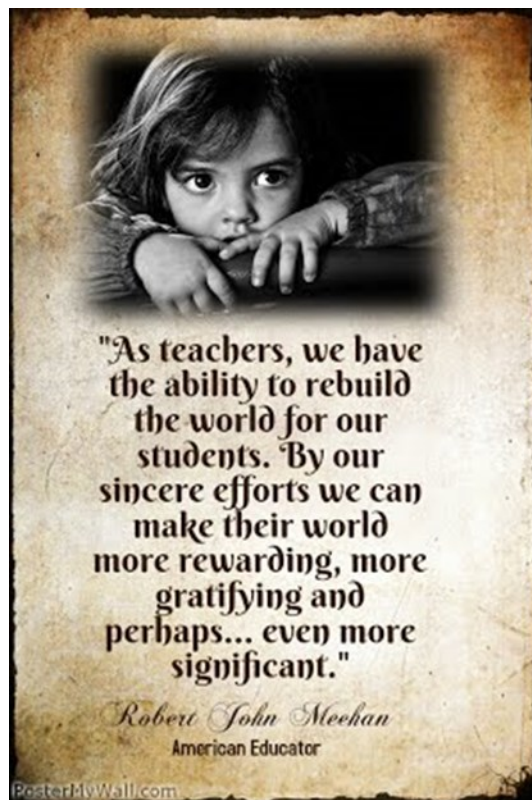
- Collaboration and professional development
- Sharing of best practices and policies
- To support quality early learning
- To be a venue for resource sharing
- To provide mentoring and leadership skills
- To allow sharing of information and updates by Norfolk County, local communities and other community partners

**Meetings are held on the first MONDAY of each month at H-N REACH in Townsend**

**6:30 p.m. - 8:30 p.m.**

**Please RSVP to [hsims@hnreach.on.ca](mailto:hsims@hnreach.on.ca) by the Friday prior to the meeting.**

**In case of inclement weather a decision will be made by 4:00 p.m.**





# Professional Learning Network

## Cultivating Learners Network

Professional Network

Presented by: OEYC Community Educators

OEYC – H&N, Dunnville Site

223 Fairview Ave. W., Dunnville

Session 1: Wednesday, October 19

Session 2: Wednesday, December 7

6:30 p.m. - 8:30 p.m.

OEYC – H&N, Simcoe Site

12 Colborne St. N., Simcoe

Session 1: Tuesday, October 18

Session 2: Tuesday, December 6

6:30 p.m.- 8:30 p.m.

Cultivating Learners Network allows professionals to come together and support each other through the emerging trends in the early learning and care sector.

We will engage in conversation that promotes reflective thinking and a deeper understanding of children's learning. This allows us to build a community of practice with our professionals while exploring topics that are of interest and chosen by the educators.

This is an evolving group based on participant's needs and interests. Come and join your peers and engage in what is happening in our field.

**Registration required for each session. Call 1.866.463.2759 or email [oeyc@hnreach.on.ca](mailto:oeyc@hnreach.on.ca)**





# Professional Learning Invitations

## Language and Literacy

Invitation to the Resource Room

Presented by: Early Literacy Specialist - HN REACH

OEYC - H&N, Simcoe Site  
12 Colborne Street, Simcoe  
Tuesday, September 13  
4:00 p.m. - 7:30 p.m.

### **Cost: Free**

Are you looking for some fun and creative ways to enhance stories and small group reading?

The Early Literacy Specialist will be available in the resource room to talk about story extensions and the importance of providing opportunities for children to retell stories.

Language and Literacy Kits will be on display. These kits are part of the OEYC resource room and are available for you to use in your early learning settings.

**Learning Objective: Expression - Engaging and cultivating children's connections with stories and books in a variety of context.**

## Falling for Literacy

Invitation to the Resource Room

Presented by: Early Literacy Specialist - HN REACH

OEYC - H&N, Simcoe Site  
12 Colborne Street, Simcoe  
Tuesday, November 8  
4:00 p.m. - 7:30 p.m.

### **Cost: Free**

The Early Literacy Specialist will be in the resource room tonight with some wonderful cozy fall titles as well as a make and take mini that you will be able to take home with you.

**Learning Objectives - Fostering communication and expression.**

# Professional Learning Workshops

## Provocations

**Presented by:** Community Educators - HN REACH

HN REACH

101 Nanticoke Creek Parkway, Townsend,

Tuesday, September 20

6:00 p.m. - 8:30 p.m.

### **Cost: Free**

Join us on a journey into the world of provocations and their endless possibilities within our learning environments.

Together we will investigate how provocations enrich our environments to stimulate children's natural curiosity and inquiry.

Through open discussion we will connect the 4 foundations of How Does Learning Happen? Ontario's Pedagogy for the Early Years. Please bring photos of your own provocations to share with the group.

**Registration Required. Call 1.866.463.2759 or email [oeyc@hnreach.on.ca](mailto:oeyc@hnreach.on.ca)**

**Learning Objectives - Expression and Engagement through dialogue with peers.**

## What's On Your Bookshelf? Early learning show, share and book swap!

**Presented by:** Early Literacy Specialist - HN REACH

OEYC – H&N, Dunnville Site

223 Fairview Ave W, Dunnville

Monday, November 2

6:30 p.m. - 8:30 p.m.

OEYC – H&N, Simcoe Site

12 Colborne St N, Simcoe

Tuesday, October 25

6:30 p.m. - 8:30 p.m.

### **Cost: free**

As the weather cools are you looking for some new titles to cozy up with? There are so many types of books for various ages of children. Join us for a show and share as well as discussion about types of books for different ages and stages of child development. See examples of wordless books, old favorites and new titles. We will also be sharing some ideas of how to enhance your library or develop a free little library for your Early Learning and Care Program.

Bring any previously enjoyed books to add to our book swap table; this is a great way to get some fresh titles for the bookshelf in your room.

Light refreshments will be provided.

**Registration Required. Call 1.66.463.2759 or email [oeyc@hnreach.on.ca](mailto:oeyc@hnreach.on.ca)**

**Learning Objective: Expression and Well Being for families, educators and the environment.**

# Professional Learning Workshops

## Interactive Books - School Age

**Presented by:** Early Literacy Specialist - HN REACH

HN REACH

101 Nanticoke Creek Parkway, Townsend

Tuesday, September 27

10:00 a.m. - 11:30 a.m.

**Cost: Free**

Interactive books are fairly new in Children's Literature. These are books that provide rich opportunities to interact with the story they require participation and interaction by the reader by blowing, touching or shaking the book up and down. Authors create a sort of magic as we read through the story with children. During this workshop we will have an opportunity to read a variety of interactive books and play based provocations that can extend learning.

**Registration Required. Call 1.866.463.2759 or email [oeyc@hnreach.on.ca](mailto:oeyc@hnreach.on.ca)**

**Learning Objective: Expression - Initiate, respond to and engage in reciprocal communication with others.**

## SpecialLink

**Presented by:** Resource Consultant - HN REACH

HN REACH

101 Nanticoke Creek Parkway, Townsend

Tuesday, October 4

6:30 p.m. - 8:30 pm.

**Cost: Free**

SpecialLink Inclusion Principles Scale is ongoing research on learning to complete work on an evidence –based, valid, reliable, well-accepted and user-friendly tool for assessing of inclusion quality in early learning and care settings track emerging concerns.

You will learn how to measure inclusion and quality in early learning and care and why.

Snack will be provided.

**Registration Required. Call 1.866.463.2759 or email [oeyc@hnreach.on.ca](mailto:oeyc@hnreach.on.ca)**

**Learning Objective: 4 foundations. The Scale is designed to promote belonging, engagement, Expression and well –being of children with special needs.**

# NUTRITION

## Top 10 Money Saving Food Tips for Child Care Centres

**Submitted By:** Michelle Saraiva, Dietitian, Haldimand-Norfolk Health Unit

- 1. Keep the menu somewhat flexible** – there is no need to specify the exact type of fruit, brand of cereal or vegetable. For example: use terms like “seasonal fruit” or “whole grain cereal” on your menu to allow you to use items that are on sale that week.
- 2. Price match** – many grocery stores allow you to price match sales that are happening at other stores. You can use the weekly flyers or the “Flipp App” which is a handy app that shows you all your weekly sales in one spot!
- 3. Plan for leftovers** – save time and money by using the same item in a variety of ways on the menu. For example, if you make a bean salad one day, you can use the extra beans another day to make bean dip for veggies.
- 4. Buy frozen** – did you know, frozen is just as nutritious as fresh? In off-season, frozen fruits and veggies are often much less expensive than the fresh varieties.
- 5. Use more meat alternatives** – meat alternatives like eggs, tofu and legumes (chickpeas, black beans, lentils) are much cheaper than meat and provide similar nutritional benefits.
- 6. Serve family-style when possible** – family-style meal service can reduce costs as kids are allowed to serve themselves based on how hungry they are leading to less waste.
- 7. Keep it simple and healthy** – kids often like simple foods with a few, but nutritious, ingredients. By cutting down on the number of ingredients, you can really cut costs. For example, instead of serving ham, broccoli and cheese quiche, skip the ham.
- 8. Compare per unit costs** – a quick way to identify the cheaper option is by comparing the unit costs found on the price tag.
- 9. Conduct waste audits every so often** – do you ever monitor what foods consistently come back to the kitchen to be thrown out? Ask yourself regularly:
  - Is there one meal that more waste always comes back?
  - Are you preparing too much of one type of food and having to throw it out?
  - What do the teachers notice in the class room?
- 10. When introducing new foods, don't make a large amount** – it can take kids several tries of a new food to know if they like it so there is often a lot of waste when introducing new foods. Instead of adding new foods or dishes to the menu right away, make a small amount at first and serve as a “sample” in addition to the usual meal to get them used to it.



# CAPTURING THE MOMENT

**Submitted by: HN REACH**

Documentation has been something I have enjoyed doing since I started in the Early Childhood profession over 17 years ago. When I was in school, we were taught about 'running records' and formal observations and the concept of watching and learning about the children I was working with had always struck a chord with me. I looked forward to those moments and purposefully made time for them in my work day. Nearly 20 years later daily observations are now a normal part of everyday work life and found in moments of spontaneity in early learning settings across the province. Observing and documenting have become a normal part of our work with children, however, our learning hasn't stopped there.

In Dr. Carol Anne Wien's article, "Making Learning Visible Through Pedagogical Documentation", (Think, Feel, Act – Lessons from Research with Young Children) she talks about how our observations can be taken to a whole new level. She notes that "these documented traces of lived experience, when shared with others, become a tool for thinking together". When I first read that, I thought of a story of learning that I'd like to share as an illustration of what Dr. Wien talks about in her article.

## **Toy Soup**

At the Ontario Early Years Centre, where I work, we are geographically dispersed as a team. Our moments together are often informal and fleeting; meeting in the hall, working beside each other on computers in the office, or a quick lunch as one staff arrives back from a program and one leaves for another program. During one such moment, a seasoned team member sat beside me at lunch. We talked about the programs we had facilitated that morning and the other team member showed me some pictures she had taken at hers.



We looked at the pictures and all she said was "toy soup". With that statement, my educator mind started to churn. I began thinking of all the possibilities that these words and photos could mean. What might have inspired this "toy soup"? Who were the players? How did it all start? What kind of learning was happening between these children and for the adults in the room?

My team member went on to explain that she was busy speaking with some parents during a drop-in program when she noticed this happening. All of the children (aged 0-3) in attendance were bringing toys, from around the room, to the play barn in the middle of the carpet. They were dumping all their toys into the barn. The team member asked the children what they were doing. This is an important part of the story, as she could have totally missed this opportunity had she viewed this as a “messy” activity and asked them to clean up and move on to another activity instead! It is often easier for adults to try to contain the mess rather than to let the activity unfold. Instead, the team member allowed the activity to continue. The children simply responded that they were making “toy soup”. Some of the children used rhythm sticks to stir the soup. My team member stepped back to watch all of the children who were participating. She took photos to document the activity and spoke to the parents about what she was observing. There was no rush to clean up. There was no stress about toys getting mixed up together. There was no worry that the baby would get in the way and mess it all up. She was simply watching, learning, and sharing those “on the spot” observations with the parents. Later, when she shared the story with me, it became a wonderful learning opportunity for me as well.

Dr. Wien’s states that “pedagogical documentation opens us up to relations and meanings that we have not thought to look for” and goes on to say this is an “expansion of what we might learn to know and interpret”. As my team member shared her story with me, I was able to see and understand through her lens. I appreciated the fact that she didn’t stop the play but instead took the time to ask the children about it. That action alone has been planted in my conscious brain so that I may also do the same, with purposeful intent, in the future. My learning is growing and the pedagogical documentation supported that learning.

I was also distinctly aware of the learning that was happening among the children. By listening to the story about how one child got sticks for everyone to “stir the soup”, and by looking at the picture of the baby sitting with a “stir stick”, I imagined the planning, sharing, and empathy the 3 year old engaged in. In her article, Dr. Wien’s states, “Our intent is to deepen empathy, to construct ethical relationships”. The pedagogical documentation from this story certainly supports this statement. This story could have taken another route – with a hastened clean up time and movement to another activity – but instead, it lead to helping create opportunities for children to practice caring for one another, to work and create together, and offered a chance for parents and caregivers to observe this happening. How wonderful that this was allowed to happen!

As you work alone in home child care, you might be wondering how this may apply to you. You might not have a team member that you can bounce ideas and stories off of. This scenario could still apply but might look different. Attending professional learning at your local resource centre or through a licensed home child care agency will provide opportunities for you to share and grow in your community. There are local home child care groups that you can join, where providers get together to share stories, ideas and resources. This power of sharing can help you reflect and build on your art of working with children. There are also online forums that home child care providers can join to connect with others. A word of caution here, these forums can sometimes build a negative culture when people only use it as a complaints venue rather than reflecting on what can make them better providers. I encourage you to make connections with others through one or more of the suggestions listed above.

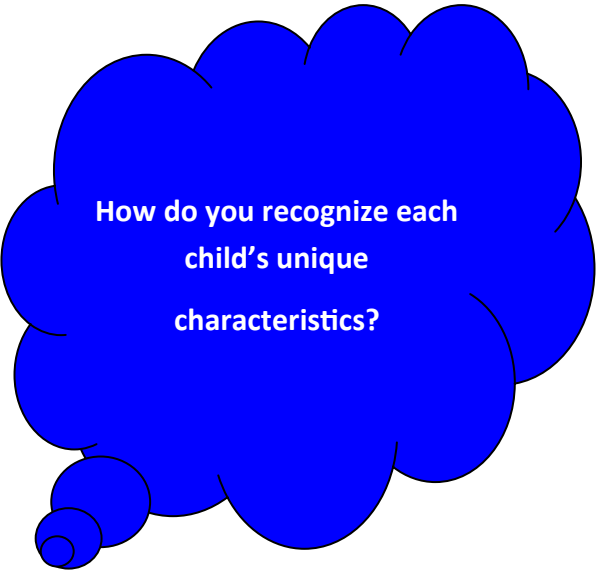
In conclusion, I found sharing with each other was a wonderful way to reflect and step back to learn from another caregiver’s experiences. It is my hope, as you read this, that you may think about reflecting on stories you have of working with children and the learning that transpires in front of us every day. As Dr. Wien’s so eloquently put it, “pedagogical documentation invites the creativity, surprise and delight of educators who discover the worlds of children”.

#### Sources:


Dr. C. A. Wien. *The Power of Emergent Curriculum*. National Association for the Education of Young Children, 2014

Ontario Ministry of Education. *Think, Feel, Act Lessons from Research about Young Children*. Queen’s Printer for Ontario, 2013


# Thoughts to Ponder



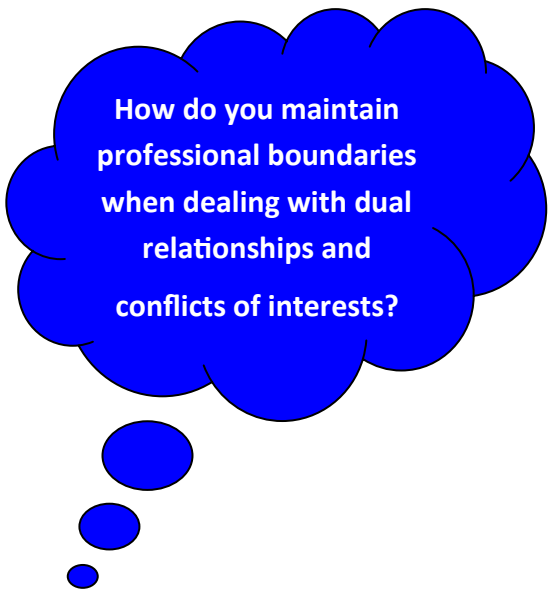
How do you recognize each child's unique characteristics?



Can you name 3 ways that you engage families in your program?



What are ways that you set your professional learning goals?



How do you maintain professional boundaries when dealing with dual relationships and conflicts of interests?

Leadership and Learning are indispensable to each other.

-John F. Kennedy





# REFLECTIVE LEARNING INSTITUTE

Come join us on a journey of learning as we grow together as professionals

with Anne Marie Coughlin and Lorrie Baird

**Friday, November 18<sup>th</sup> and Saturday, November 19<sup>th</sup>, 2016**

## During this two day institute Educator's will:

- Reflect on vision for children, families and yourself as educators
- Explore values that inform practice
- Learn to use a "THINKING LENS"
- Deepen understanding of children's thinking
- Learn solutions for creating inviting spaces that are worthy of children
- Build foundational elements for reflective practice

## Presenters Bios:



**Lorrie Baird, RECE**, currently holds the position as Associate Executive Director with Kawartha Child Care Services in Peterborough Ontario. Lorrie has been in the early learning field for nearly 30 years as a classroom educator, Program Director, College Faculty, course writer, and Curriculum Consultant. She has a great passion for learning together with children and adults and offers professional development Institutes that focus on reflective teaching practices. Lorrie is an inspiring facilitator and strives to offer professional development experiences that go beyond workshops to a way of developing our profession and deepening our understanding of learning together.



**Anne Marie Coughlin** is the Professional Development Coordinator and Program Director at London Bridge Child Care Services in London, Ontario, Canada. Over her 30 year career, she has been a Preschool Educator, Centre Director, Professional Development Coordinator, and Community College Teacher. Anne Marie is an accomplished, passionate speaker who is known for her innovative work with Early Childhood Educators and her inspiring vision.



## REFLECTIVE LEARNING INSTITUTE

Evergreen Heights Church  
140 Oak Street, Simcoe ON

Friday, November 18<sup>th</sup> 8:00am – 4:00pm

Saturday, November 19<sup>th</sup> 8:30am – 4:00pm

**Registration Deadline: Friday, November 4, 2016**

**Both days:**

**\$ 65.00** Professionals working in Haldimand Norfolk Early Learning and Care Programs

**\$ 40.00** Students

**\$120.00** Professionals working outside of Haldimand and Norfolk Counties

**Registration fees include:** continental breakfast, light refreshments and lunch both days

- Registration fees are non-refundable but may be transferred to another participant.
- The same person must attend both days.

For registration information contact Holly Sims at [hsims@hnreach.on.ca](mailto:hsims@hnreach.on.ca)

Make cheques payable to:  
**Haldimand Norfolk REACH**  
**Attention: Holly Sims**  
**12 Colborne St. N.**  
**Simcoe, ON**  
**1.866.463.2759 ext. 233**  
**Fax: 519.429.2877**

**Mail, fax or email attention Holly Sims Reflective Learning Institute**  
**All payments must be received within two weeks of your registration date.**

Name(s) of Registrant(s)	Address	Email	Phone #	Dietary Needs

# Resources

- Child Care Modernization Act : <http://news.ontario.ca/edu/en/2014/12/child-care-modernization-act-2.html>
- Child care options : <http://www.ontario.ca/children-and-youth/types-child-care>
- Four steps to finding the right child care: <http://www.ontario.ca/children-and-youth/types-child-care>
- Modernizing Child Care in Ontario : <http://www.ontario.ca/children-and-youth/child-care-modernization>
- Ontario Early Years Policy Framework: <http://www.edu.gov.on.ca/childcare/earlyyearsvision.html>
- How Does Learning Happen? Ontario's Pedagogy for the Early Years: <http://www.edu.gov.on.ca/childcare/pedagogy.html>
- What People Are Saying About The Child Care Modernization Act: <http://news.ontario.ca/edu/en/2014/12/what-people-are-saying-about-the-care-modernization-act.html>
- College of ECE: <https://www.college-ece.ca/en/Pages/Home.aspx>
- Duty to report advisory: [https://www.college-ece.ca/en/Documents/Professional\\_Advisory\\_June\\_2015\\_EN\\_Final\\_web.pdf](https://www.college-ece.ca/en/Documents/Professional_Advisory_June_2015_EN_Final_web.pdf)
- Copy connexions: <https://www.college-ece.ca/en/Pages/Home.aspx>
- CLP handbook: [http://college-ece.ca/en/Members/Documents/CPL\\_PortfolioHandbook\\_ENG.pdf](http://college-ece.ca/en/Members/Documents/CPL_PortfolioHandbook_ENG.pdf) -
- CODE of Ethics and Standards: [http://college-ece.ca/en/Documents/Code\\_Ethic\\_English\\_Web\\_August\\_2013.pdf](http://college-ece.ca/en/Documents/Code_Ethic_English_Web_August_2013.pdf)
- Onelist: <https://onehsn.com/halifaxandnorfolk/>
- Exchange: <http://www.childcareexchange.com/>
- Think Act Feel: <http://edu.gov.on.ca/childcare/research.html> -
- Early Years Study: <http://www.peeearlyyears.com/pdf/Research/Early%20Years/The%20Early%20Years%20Study.pdf>
- Early Years Study 3: <http://pointsurlapetiteenfance.org/>
- Excerpts from the "ELECT": <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf> -
- Communication Matters Newsletter: <https://hnhu.org/wp-content/uploads/comm-matters-fall.pdf>