



Haldimand-Norfolk
REACH

supporting children, families, communities

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 Spring 2017

"Leadership and Learning
are indispensable to each other."

- John F. Kennedy

Ontario Early Years Centre—H&N
H.N REACH
Phone: 1.866.463.2759



23531802-hands-of-a-child-taking-a-plant-from-the-hands-of-a-man-garden-Stock-Photo.jpg



Dear Colleagues,

Our profile as Early Childhood Educators is evolving and changing, so as professionals we must adjust to these changes which makes our professional learning even more vital. We need to enhance our skills and knowledge so we can demonstrate our competencies as educators in our field of practice.

Professional learning refers to many types of educational experiences related to an individual's work. When people use the term "professional learning," they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university. However, professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer. It is this ongoing process of learning that allows use to be relevant co learners with families, children and communities we work with.

Even though professional learning is mandated by our Regulatory Body, the College of Early Childhood Educators, it is our personal responsibility as educators to keep our knowledge and skills current so that we are delivering the highest level of early learning and care. Experience is a great teacher, but it does mean that we tend to do what we have done before. This is where our CLP will help us to focus on our goals and new possibilities throughout our career, while instilling habits of a lifelong learner, giving us a greater appreciation of the implications and impacts of the work we do.

High-quality ongoing professional learning helps to deepen educator's content knowledge and pedagogical skills; while providing opportunities for practice, research, and reflection. Educational backgrounds and life experiences contribute to our personal ethics and values. These are fundamental in our role as professionals in evolving both career development and professional growth.

Growing and learning together,
Angela Crooks, RECE & Kathy Wardell, RECE
Community Educators - HN REACH

Reference

Kloosterman, V. (2016, February 14). The importance of continuing professional development (CPD). Retrieved February 07, 2017, from <http://continuingprofessionaldevelopment.org/why-is-cpd-important/>

On February 28, 2011 the College 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

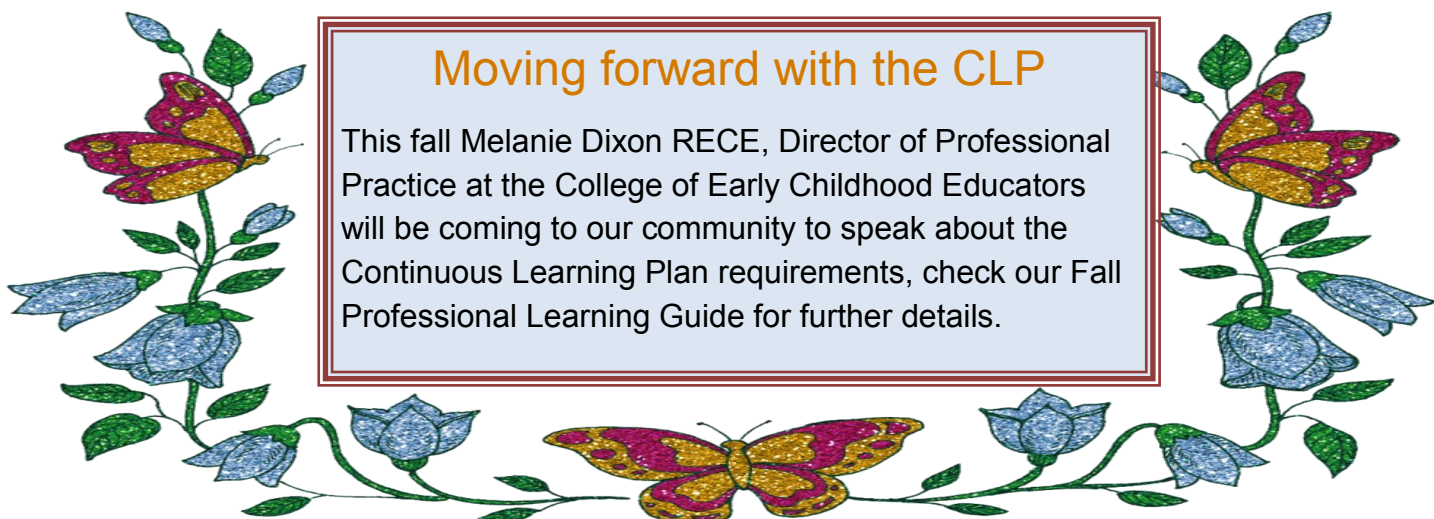
Source: College of Early Childhood Educators, Code of Ethics and Standards of Practice, February 2011.

Did you Know?

A final revised By-law 21, Code of Ethics and Standards of Practice will be presented to College Council in April 2017 for approval. Their goal is to have it take effect in Fall 2017, along with resources to support completion of the new legislated Continuous Learning Plan.

Moving forward with the CLP

This fall Melanie Dixon RECE, Director of Professional Practice at the College of Early Childhood Educators will be coming to our community to speak about the Continuous Learning Plan requirements, check our Fall Professional Learning Guide for further details.



**Thank-You for “Growing Quality”
with us in
Haldimand-Norfolk**

Haldimand & Norfolk’s Quality Initiative 2016—2017 Participants



- 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
- Lakewood Childcare Centre—Today’s Family
- 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
- YWCA Children’s Centre, Dunnville

**Congratulations on a total of 3648
professional learning hours reported in the
Quality Initiative 2016 submission.**

“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

**Looking for further information on how 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.**

Registration Guidelines

Registration opens: Monday, April 17, 2017

To register for our Professional Education workshops either email: oeyc@hnreach.on.ca or call 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.

Date to Remember

Cooks Symposium

Friday June 9, 2017

"Knowledgeable, responsive early childhood professionals are essential"

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

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.

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

May & June

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

3rd Saturday of each month

Phone: 519.429.2875

July & August by appointment only, day time hours.

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.

Here's a peak at what we have to offer:



- **Loose Part Bins**
- **Invitations to Play**
- **Seasonal Activities**



Resource Room Drop Ins

Simcoe OEYC Resource Room

The Early Literacy Specialist will be in the Resource Room on these evenings. They are drop in opportunities so come when you can and stay as long as you wish.

Outdoor Environments

Presented by: Early Literacy Specialist - HN REACH /OEYC

OEYC – H&N, Simcoe Site
12 Colborne Street N., Simcoe

Tuesday, May 30

4:00 p.m. - 8:00 p.m.

Many early learning and care programs are beginning to view their outdoor playgrounds as play spaces for discovery and learning with for bodies, minds and senses rather than just places to blow off steam. (HDLH pg., 33)

Join me (weather permitting) in our outdoor space at the Ontario Early Years Centre, Simcoe Site. You will discover invitations to play with open ended materials that encourage building, creative problem solving, imagination and sense of mastery.

Explore, take photos and network with other professionals.

Learning Objective: Wellbeing and engagement

Literacy Rocks

Presented by: Early Literacy Specialist - HN REACH / OEYC

OEYC – H&N, Simcoe Site
12 Colborne Street N., Simcoe

Tuesday, June 27

4:00 p.m. - 8:00 p.m.

Children and many adults have a connection and a fascination to rocks. Tonight in the resource room we will look to rocks for invitations and provocations. Paired with rock inspired books, see how we can use our interest in rocks to support language, math and discovery.

Variety of reflective learning opportunities enhance supervisors, educators, and students knowledge of current research and trends in the field of early childhood education.



Retrieved from <https://www.college-ece.ca/en/Members/CPL-Program>

The College of Early Childhood Educators 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

Networks

Early Learning and Child Care Network (ELCCN)

The purpose of the ELCCN Network is to provide a centralized venue for growth and learning.

The network evenings provide:

- Collaboration and professional learning
- Sharing of best practices and policies
- Support quality early learning
- A venue for resource sharing
- Mentoring and leadership skills
- Sharing of information and updates by CMSM/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 by the Friday prior to the meeting.

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



Networks

Cultivating Learners Network

Professional Network

Presented by: Community Educators - HN REACH / OEYC

OEYC – H&N, Dunnville Site
223 Fairview Ave. W., Dunnville

OEYC – H&N, Simcoe Site
12 Colborne St. N., Simcoe

Session 1: Wednesday, June 7

Session 2: Wednesday, July 19

Session 3: Wednesday, August 16

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

Session 1: Tuesday, June 6

Session 2: Tuesday, July 18

Session 3: Tuesday, August 15

6:00 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 within our profession 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



Workshops

Nurturing Supervisors Through Collaboration

Professional Workshop

Presented by: OEYC Community Educator's - HN REACH / OEYC

HN-REACH - CAPC Boardroom

101 Nanticoke Creek Parkway, Townsend

Tuesday May 9

9am - 12pm

A morning of reflection as we come together as a community practice with supervisors in professional dialogue regarding feedback from our 2016 Haldimand Norfolk Quality Initiative submissions. Together we will explore moving forward with our 2017 HN Quality Initiative. Through networking with one another you will leave with strategies in how to mentor educators in completion of their portfolios.

2017 Haldimand Norfolk Quality Initiative Launch

Presented by: OEYC Community Educator's - HN REACH / OEYC

McKinnon Park Secondary School

91 Haddington St., Caledonia, ON N3W 2H2

Thursday May 18

6:30pm - 8:30pm

Come out and celebrate our past accomplishments as we move forward and launch our 2017 Quality Initiative. We will take a look back at where we have been and where we are going. It will be an evening full of exploration and information as we distribute our new portfolio package. We will walk through the Educator Portfolio page by page creating a clearer understanding and answering any questions.



Workshops

Professional Portfolio

Professional Workshop

Presented by: OEYC Community Educator's - HN REACH / OEYC

HN-REACH

101 Nanticoke Creek Parkway, Townsend

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

Part 1: Wednesday, July 12 ,2017 - Part 1 - Portfolio Development, What? Why? How?

What is a professional portfolio and what is the value to us as an educator? How does it relate to our daily practices? Together we will examine the styles, components, and purpose of portfolio in connection to our learning plans.

Part 2: Wednesday, August 2, 2017 - Portfolio Development, What? Why? How?

Reflective writing plays a critical role in portfolio development. As a group we will explore how to enhance our self-reflection by identifying areas of growth,. By making links to our daily practices and connections to the Code of Ethics and Standards of Practice we will demonstrate our learning while establishing and supporting individual learning goals.

Part 1 and Part 2 build upon each other therefore both sessions need to be attend to receive a certificate.

Registration Required. Call 1.866.463.2759 or email oeyc@hnreach.on.ca



Workshops

Enterprise Talk

Professional Workshop

Presented by: Early Literacy Specialist - HN REACH / OEYC

OEYC – H&N, Simcoe Site

12 Colborne St., N., Simcoe

Thursday, June 8 and June 22

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

During the Learning Institute Anne Marie Coughlin and Lorrie Baird introduced many of us to the idea of Enterprise Talk shared by Tom Drummond. The Institute provided opportunities for us to think more deeply about how we do the work we do. I would like to invite you to join me in a 2 part article study to reflect together about Enterprise Talk and how it can increase vocabulary which supports literacy and language development. We will also consider how authentic praise of Enterprise Talk fosters resiliency and well-being.

Learning Objective: Expression and Well-being.

Math Through Play

Professional Workshop

Presented by: Early Literacy Specialist - HN REACH / OEYC

HN REACH

101 Nanticoke Creek Parkway, Townsend

Tuesday, August 22

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

Learn where you are already practicing Number Sense and Numeration, Geometry, Measurement, Patterning, and Data Management and Probability, Math is everywhere! During this workshop we will use every day materials to create invitations for children to discover and understand math concepts. Together we can build confidence. We are good at Math!

What's New?

The Haldimand-Norfolk Health Unit website has a NEW section just for Early Learning and Child Care providers!

The Child Care section highlights information and resources on:

Healthy Eating and Menu Planning

Physical Activity

Infection Control

Injury Prevention

Dental Health

Preschool Speech and Language

Immunizations

Food Safety

www.hnhu.org/child-care

NUTRITION

Tips for creating a supportive mealtime environment

Have you ever stopped to think about how the language we use, the behaviours we present and the environment we provide can contribute to the mealtime environment? Children are always watching. By role modeling fun and healthy behaviours, you can have a positive impact on their relationship with food. Create a supportive environment by using the following tips;

- Include foods that are easy for children to eat. Remember, not all children have the same level of feeding skills. Try to offer finger foods which can be eaten easily with their hands.
- Involve children in snack and meal prep when possible and appropriate.
- Encourage use of an open cup for all beverages.
- Remove screens, toys, books and other distractions while eating.
- Ensure children are given enough time to eat. Provide 30 minutes for meals and 20 minutes for snacks
- Remember, you are a role model. Eat with children the foods they are eating. Avoid comments about your own weight or diets or a child's weight.
- Respect **The Division of Responsibility**. Let the child decide whether they eat and how much, even if that means leaving food on the plate, or asking for more food. This allows children to listen to their hunger and fullness cues. As the adult, you are responsible for what and when foods are offered, and where meals and snacks take place.
- Do not pressure children to eat. This can have negative consequences leading some children to eat less, and some children to eat more to please their parents or caregivers. Avoid comments such as:
 - "Just take one more bite"
 - "No dessert until you eat your veggies"
 - "Good boy. You ate all your peas"
 - "No more bread until you eat some meat"
 - "Finish your milk. It's good for you"
 - "How do you know you don't like it unless you try it?"

The Division of Responsibility

The adult's or caregiver's responsibilities are to decide:

What food is offered

When it is offered, and

Where it is offered.

The child's responsibilities are to decide:

Whether or not to eat, and

How much to eat.

For more information on the topic,
please see www.ellynsatter.com.

Interested in learning more, or want help creating a supportive mealtime environment?
Contact Courtney-Brooke Laurie, Public Health Dietitian at Courtney.laurie@hnhu.org or
(519) 426-6170 x 3237.

What If “Just Go” Was Replaced With “Why Don’t You Stay?”

Posted on March 22, 2017 by Adunsige

Today, **my teaching partner, Paula**, and I had an opportunity to visit **the Family Literacy Centre connected to Dr. Davey School**. While I worked at Dr. Davey for the past couple of years, I never got a chance to see this program in action or have such an in-depth conversation with the person that facilitates it. Both Paula and I had a lot of aha moments during our visit today, but one of my biggest ones actually made me think back to **the Foundations 1 course through The MEHRIT Centre**. We spoke a lot today about how stressful school can be for both children and parents, and how difficult the transition can be. Tears, *especially at the beginning of the year*, are very common. While this is my tenth year teaching Kindergarten, *and I have seen and dealt with many tears in the past*, it was this conversation that made me realize how much my response to them needs to change.

Let me explain: I have always been the teacher that says, “Don’t worry! Your child will be fine. Just go. The tears will stop.” I have watched children screeching for their mom or dad, and have still suggested that the parent leave. I’ve seen children try to chase after their parents, and have blocked the way ... *again suggesting that the moms and dads go*. My thought has always been, don’t let the parent come into the classroom. While a mom or dad may have the best of intentions, this is just going to make the tears worse. They’ll last longer. *How will we ever get the child to stop crying?* The child may NEVER transition to school.

Then this year happened. During the first week of school, one of our JK students really struggled with the morning transition. He would not let go of his mom or dad. I had every intention of responding as I always do to tears, but then Paula responded differently.

- **She invited the parent to follow us into the classroom and out back to our play space.**
- **She let the student go and visit his brother in the school.** The other teacher even let this JK child join her class until he was ready to come back to ours.
- **She invited the older sibling to come and visit our class regularly, and the two of them even went to get him sometimes to come down.**

I remember asking Paula, “Are you sure this is a good idea?” I encouraged her to maybe consider a different approach, *but thankfully*, she held firm. When the week was over, this child stopped crying in the mornings. He made some new friends and was excited to play with them. Some SK children in the classroom looked out for him each morning, and comforted him with a hug, a smile, and words such as, “Do you want to play with me today?”

cont’d...

Here I was, sure that Paula's plan was just going to make the transition more difficult, when in fact, it made it much easier. *I definitely owe her apologies many times over.* I also owe apologies to the parents and students that I taught in the past. I wish now that I reconsidered the quick goodbyes and saw the tears for what they were: *a stress response*. As we talked more about this today, **Stuart Shanker's** thinking — *supported by Paula in her actions* — made so much more sense.

- **When the year begins, we haven't developed those relationships yet with students or parents.**
- **We can offer children a hug or hold their hand, but our touch doesn't soothe them yet.** The strong bond that children have with their parents and their siblings are very different. **As children make friends, the hand holding, hugs, and kind words from their peers start to soothe them as well.**
- **And as we develop relationships with children — *and they realize that they are safe and loved* — our connection with them also starts to soothe them.**
- **Parents begin to know that we care — *that we will support their children and inform them when the tears stop* — and this makes them feel less stressed.** Children can feel adult stress as well, so when parents are calmer, children are also calmer.

I speak about **the importance of parent engagement**, and truly believe that parents are our partners in education, but when it came to "saying goodbye," I *used* to have a different perspective. I'm so grateful that Paula vocalized another approach, and that our visit to the Family Literacy Centre today, reinforced the importance of meeting each child where he/she is at *socially, emotionally, and academically*. The home-to-school transition is an important part of this. Imagine if, we replaced the words, "Just go," with "Why don't you stay with us for a bit?" **How might this change a child's attitude towards school?**

Aviva Dunsiger

Reference:

<https://adunsiger.com/2017/03/22/what-if-just-go-was-replaced-with-why-dont-you-stay/>

EDUCATOR SURVEY FEEDBACK

We heard you wanted topics relevant to supervisor's & administrators so we added Nurturing Supervisors through Collaboration

39
Educators responded

3
Professionals won prizes for survey completion

We are in communication with the College of ECE's about visiting our community in the fall to do a presentation on the Continuous Learning Plan.

Did you know that Cultivating Learners is a network for educators to collaborate with each other as professionals, where they determine the topics of discussion. Areas explored in the past are; working with parents, inclusion, ethics, College of ECE continuous learning plan, sharing of observation and documentation and being solution-focused.

You asked for more effective observation and documentation, along with strategies to support continuous learning plan, come and join on us for two evening of exploring professional portfolios

Responses
Indicate that
professionals are enjoying
reading the articles in the
Professional Learning Guide. We
welcome articles written by our
community's educators
If interested please contact
kwardell@hnreach.on.ca
or
acrooks@hnreach.on.ca

You said you would like Saturday workshop so we offered a Reflective Practice Series over two Saturdays

9th Annual Child Care Cook's Symposium 2017



Date: Friday, June 9, 2017

Cost: \$50 (includes a continental breakfast, morning break and hot lunch - see 2nd page)

Time: 9:00 a.m. to 3:00 p.m.

Location: Northridge Golf Club
320 Balmoral Drive, Brantford

Register: Deadline is June 2
See details below

Registration Details:

*Brant/Hamilton/Kitchener-Waterloo - Call 519-759-3833 or 1-888-332-4453

*Haldimand/Norfolk: Kathy Wardell - Call 1-866-463-2759

Mail* or drop off payment to the
Ontario Early Years Centre: Brant,
30 Bell Lane, PO Box 25040, Brantford ON, N3T 6K5

*If mailing in your registration, please include payment (cheques payable to OEYC: Brant), and the name of each staff member attending, phone number and email address for confirmation.

COOK'S SYMPOSIUM DAY PLAN/AGENDA

9:00-9:30	Registration and Continental Breakfast (assorted fruits, pastries, bagels, cream cheese, coffee, tea and juices)
9:30-11:30	"How Does Learning Happen?" Cooking Up How The Four Foundations Relates to Our Daily Work in Child Care? Angela Crooks , RECE, BASC.EC <i>Ready Set School Program Leader, OEYC Facilitator, Community Educator, Haldimand-Norfolk R.E.A.C.H.</i> Join us as we explore the foundations that support the pedagogy of "How Does Learning Happen?" and how it relates to us in our child care kitchens. We will develop a greater understanding of the document as culinary professionals while reflecting on the challenging questions about the impact our work has on the children, families and educator's well-being that we engage with daily.
11:30-12:00	Child Care Cook's Bingo Game We're going to play Bingo with trivia questions that relate to the work that you do in your child care kitchens around food safety, nutrition, menus, best cooking practices and cooking terms. Lots of fun and great prizes!
12:00-12:45	Lunch and Networking (hot soups, fresh salad, assorted sandwiches and wraps, desserts and beverages)
12:45- 2:45	Vegetables and Fruits: Nature's Garden Gloria Ord <i>Brant Community Garden Programmer</i> In this informative workshop focusing on the health and nutritional benefits of fresh fruits and vegetables, Gloria will share insights and tips to using these every day in the meals and snacks we offer children. A lecturer on the value of creating 1 foot gardens with children, Gloria will also explain how we can create 1 foot gardens at our centres that children can help plant, nurture and harvest. Window Herb Garden: During the second part of this workshop all participants will make and take back to their centre a lovely Window Herb Garden. The herb garden will provide fresh herbs to add flavour and nutrition into the food that you prepare for the children for years to come. Special thanks to the Healthy Kids Community Challenge: The City of Brantford and County of Brant for their financial support towards this valuable workshop.

Helpful 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
- Copy Connexions: <https://www.college-ece.ca/en/Pages/Home.aspx>
- CLP handbook: 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
- 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>
- <https://hnhu.org/newsletters/communication-matters/>

