

# esteem

3<sup>rd</sup> Edition

Customized Professional Learning Opportunities Delivered In Your Own Community



## What's inside?

Professional learning opportunities related to optimizing child development, health and well-being, professionalism and organizational performance which align with Ontario's Early Learning Frameworks and link to the College of Early Childhood Educators' Standards of Practice. These sessions can be customized and delivered directly to your staff team -- and at your location!



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## About Us

The Early Childhood Community Development Centre (ECCDC) is a charitable organization inspiring excellence in early learning and child care through thought leadership, cutting edge training, innovative resources and coaching services highlighting best practices and emerging trends. In the more than 25 years since its creation by local volunteers, the ECCDC has become Canada's leading early learning training, resource and referral organization. We offer approximately 150 various professional learning opportunities per year in Niagara and across the Province, reaching thousands of early learning professionals annually.

## Customized Professional Learning Opportunities for Early Learning Teams

The ECCDC offers a range of training sessions which are developed to meet the specific needs of educators working in a range of services, including: licensed child care centres, kindergarten and grade one classrooms, school age and recreational programs, family support programs and other related children's services agencies. Typically these sessions provide suggestions for designing innovative early learning environments, curriculum planning and pedagogy strategies, and engaging families in authentic ways. Each workshop also offers recommendations for enhancing teacher and child interactions, relationship building, and ideas for using the many resources available for purchase through the ECCDC's E-Store. All of our professional learning opportunities align with *Ontario's Early Learning Frameworks*, *The Child Care and Early Years Act, 2014*, and the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*. They may incorporate natural materials, loose parts, and provocation for learning kits and all offer opportunities for reflection and discussion, along with hands-on experiences. We're happy to accommodate your time requirements by visiting in the evenings, weekends, or throughout the week.

## Coaching and Mentoring Services

Besides offering customized training, the ECCDC may support your program through on site coaching and mentoring services. The mentoring visits offer guidance and support related to: naturalizing indoor and outdoor spaces, early learning room layout and design, or purchasing innovative resources, furniture and equipment. Additionally, our Coaching and Mentoring Team are equipped to offer strategies for providing invitations to play, support in developing an inquiry based approach, aligning curriculum planning with Ontario's Early Years frameworks, enhancing adult/child interactions, effective reflective practice strategies, moving from scheduling activities to facilitating a sequence of events, and much more. We are happy to have a conversation to discuss your Team's specific focus.



Our job is too difficult and too beautiful to do alone.

~ Amelia Gambetti, Reggio Emilia, April 2015



## FAQs & Inquiries

I'm looking for specific training, and it's not in **Esteem - Customized Professional Learning Opportunities Delivered In Your Own Community**. Can you help me?

Absolutely. The ECCDC Coaching and Mentoring Services Team welcomes the opportunity to customize new sessions or adapt previously developed ones to meet your professional learning needs.

How much does it cost for your professional learning sessions to be delivered at my location?

The cost depends on the size of your group, travel expenses and the materials used. Please call or email us for a quote; we are happy to work within your budget.

Who do I contact for a quote?

Please contact Lorrey Ariel Bonilla at 905.646.7311 ext. 321 or [larial@eccdc.org](mailto:larial@eccdc.org).

What's included in the cost of the training?

The cost of the training is inclusive of the Coaching & Mentoring Services Team Member's time, travel, and materials like handouts and certificates of completion.

Can you offer sessions during the evening or on weekends?

Our Coaching & Mentoring Services Team can accommodate evenings and Saturdays, as well as weekday sessions.



Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal change, teaching can strengthen learning how to learn.

~ Loris Malaguzzi



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## Moving from Theory to Practice Professional Learning Institute: Implementing Ontario's Early Learning Frameworks into Daily Practice

Are you looking to reflect, reconsider and research with your team to discover a revitalized practice that aligns with *How Does Learning Happen?* Are you looking to build a culture-based approach that strengthens your values as a team? Are you and your educators trying to make sense of all the recent pedagogy and legislation changes? If you are this whole team, reflective approach has been designed for you! The two-part training series is designed to enable teams to build their own community of practice based upon intentionality, reflection, values, authenticity, and deep relationships. The Institute will be delivered over two full days. Teams will be grouped together within a reflective practice circle to engage in conversation and hands-on experiences together throughout the two days. Attendance at both sessions is needed to receive a *How Does Learning Happen?* Theory to Practice Certificate.



### Day One

Participants will explore the following concepts: weaving ethics and professionalism into practice with the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*; developing respectful and effective communication strategies; and setting the foundation of planning through *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

### Day Two

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



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## **Pedagogical Leadership Series 1 for Child Care Centre Supervisors**

This special new series with the ECCDC Coaching and Mentoring Team has been designed especially for Child Care Supervisors to support their ongoing and ever-evolving role that has shifted and changed with the implementation of *How Does Learning Happen?* A new transformative part of your role is how you may support your team with implementing *How Does Learning Happen?* through rethinking their practices, deeply studying children by observing and documenting, and how you can empower your team to thrive in times of change. Supporting your team through side by side mentoring is a powerful tool to help them in shifting their thinking and reflecting upon new practices.



### **Session One: Strengthening Your Leadership Role**

Conversations will include the following prompts

Shifts Supervisors have made to support pedagogical practice • Difference between their role as pedagogical leaders and their role in supervision of staff. How are these roles different? How are these roles the same? • Strategies for encouraging staff members and supporting their shift in practice through a culture of mentoring • Developing some expectations that the ED Team and Supervisors have regarding growth and development of the Team following the training. What are some key things they want to monitor and support within their teams? • How can these key expectations be built into performance management of all staff at all levels?

### **Session Two: Gaining Strategies for Side by Side Mentoring**

This workshop will include strategies to support Supervisors in shifting their practice to build in a new side by side mentoring framework within their daily practice to support their team's ongoing development and implementation of *How Does Learning Happen?*

## **Pedagogical Leadership Post Training Conversation Café**

Participants of Pedagogical Leadership Series 1 are invited to join a lively dialogue as a follow-up to the training. This gives participants some time to reflect on and reconsider the changing aspects of their roles. The session will provide lots of opportunity for informal conversation related to the ways in which the strategies and ideas that were discussed during the training have inspired thinking and practice.



## **Pedagogical Leadership Series 2 for Child Care Centre Supervisors**

An invitation to those on a journey of Pedagogical Leadership and past participants of ECCDC's first Pedagogical Leadership series to reflect on your experiences, share your thoughts, provoke thinking and expand practice. Participants will have an opportunity to engage in conversations, share experiences and enhance opportunities that support both the pedagogical leadership team and their practices. The two-day series will continue the conversation of how pedagogical leadership has impacted your staff team, reigniting the community of practice, empowering and enabling pedagogical leaders to move to the next step and provide opportunities for self care, mindfulness and team building.



### **Day 1: Pathways to Explore Your Pedagogical Leadership Journey**

- Bringing pedagogical leaders and supervisors back for a reflective conversation regarding their pedagogical leadership journey
- Celebrating successes
- Sharing experiences
- What now? Explore research questions to dig deeper and build your practice
- Support for the team

### **Day 2: Enhancing Team Dynamics Through Inspirational Leadership**

- Engaging Educators in the creation of a Team Improvement Plan
- Self Care Plan
- Mindfulness
- Team building
- Investing in Educators for Organizational Ownership



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## Observing and Documenting Professional Learning Series: Seeing Preschool Children: Supporting Active & Engaged Learning

*How Does Learning Happen? Ontario's Pedagogy for the Early Years* is encouraging educators to move beyond simply providing activities for children and to consider in a deeper context the meaning behind children's experiences and thinking and learning in a more complex way. So how can educators make children's learning visible, by using pedagogical documentation as a tool to move away from simply recording events, to learning about children through their lived experiences and to make their learning visible to others? If you would like to make the move away from reporting what you see children doing towards finding meaning in what children do and what they experience, then this two-part series is for you. The series will look at what pedagogy and pedagogical documentation are, and how educators can become co-learners with children, families and colleagues through valuing children's experiences, and valuing both children's and families' perspectives.

### Part One: Observation and Documentation

This session will give educators an opportunity to reflect on how they currently observe and document children's learning, and how they can build on this to move towards a pedagogical approach to documenting children's learning. Educators will gain a variety of tools to aid them with this change in practice, which will support them to interpret children's learning, share different perspectives and to co-plan with colleagues, children and their families.

### Part Two: Documentation Panels and Learning Stories

During this session educators will have an opportunity to take an in-depth look at two tools that they can use to make children's learning visible. Documentation panels will support educators to move away from displaying children's work decoratively on bulletin boards, to utilizing them as documentation panels through the use of questions to frame documentation; thus supporting a deeper understanding of children's learning. The session will then go on to look at how learning stories can be used as a tool to document children's learning and a valuable method to engage families in their children's learning.





## Implementing *How Does Learning Happen?* in Innovative Ways:

### Professional Learning Conversations

This series will explore the importance of children, educators, families, and students and volunteers feeling a sense of belonging and well-being as well as having an opportunity to express themselves and engage in meaningful and respectful relationships, as outlined in the four foundations of *How Does Learning Happen?*

### Fostering Effective Communication with Colleagues and Community

**Partners:** Are you looking to converse with your colleagues regarding innovative strategies for embedding *How Does Learning Happen?* within your curriculum in ways that foster open, positive, mutually beneficial communication strategies with your colleagues and community partners? This workshop will afford participants an opportunity to gain new ideas for building strong, professional relationships with a consideration of the College of Early Childhood Educators *Code of Ethics and Standards of Practice* and the principles of reflective practice and building a mentoring culture.

**Engaging Families in the Early Years in Authentic Ways:** This session offers invitations for learning and opportunities to discuss the authentic ways that we may engage families. If you are looking to develop deep, meaningful relationships with families, want to ensure they feel included as a partner within your program, or perhaps you are looking for ways to incorporate families' voices in your planning to help them feel a sense of belonging, this workshop is for you. This session will offer participants an opportunity to discuss with one another new strategies for building positive relationships with families based on mutual trust and understanding and suggestions for engaging families in their children's learning in meaningful ways.

**Supporting Students and Volunteers Through the Lens of *How Does Learning Happen?*:** This session offers insight on the importance of building strong relationships with students and volunteers through partnerships, connections and respectful dispositions. If you are looking to create an inviting and collaborative environment which encourages lifelong learning, this session is for you. This session will bring the concepts and philosophies of *How Does Learning Happen?* to life in fostering positive professional relationships within early years settings. This workshop will offer participants an opportunity to discuss with one another new strategies for building meaningful relationships with students and volunteers with a consideration of the College of Early Childhood Educators *Code of Ethics and Standards of Practice*, and encourage reflective practice through the voices of all professionals contributing to the planning in your early years settings.





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## Introducing the 'Elements' into your Early Learning and Child Care Environment

Research has highlighted the importance of children having contact with the natural environment. Find out what this means in practice and how you can incorporate it into everyday activities. This four-part series will look at how educators can incorporate the four 'non-living' elements: Air, Water, Fire, and Earth into an early learning and child care setting and how this aligns with Ontario's Early Learning Frameworks: *Early Learning for Every Child Today* and *How Does Learning Happen?* Within each session, participants will have an opportunity to explore the concept of "messaging about" and will gain strategies related to reflective practice using *A Thinking Lens® for Reflection and Inquiry*.



### Elements Series Part 1: Introducing Air into an Early Learning and Child Care Setting

Air is all around us! This interactive workshop will give participants an opportunity to discuss, share, and learn about new activities that incorporate air in an early learning and child care setting. Participants will develop an innovative list of activities which incorporate air to utilize in their setting for both activities for children and the environment. There will also be an opportunity, utilizing loose parts, to make and try out the activities.



### **Elements Series Part 2: Introducing Earth Activities Into Your Early Learning and Child Care Setting**

Children love getting dirty and contrary to popular belief, this is actually good for them! This interactive workshop will discuss the research, benefits, and importance of introducing earth into everyday activities. Participants will develop a portfolio of resources and activities that utilize the earth, in its many forms, to spark adventure and discovery in children. Participants are asked to bring a small amount of soil from their backyards to this session.



### **Elements Series Part 3: Introducing Water Activities into an Early Learning and Child Care Setting**

There's more to water play than floating and sinking! Find out why one of the best resources in an early learning and child care setting is a tap. During this workshop participants will have the opportunity to discuss and explore new and innovative ways in which to utilize water to spark inquiry. This is a hands-on session during which educators will have the opportunity to participate in practical activities that will foster curiosity, experimentation, and imagination in children. Come and see how to incorporate flowing water into activities and how everyday household items can create waterfalls, water flows, watercourses, and much more.



### **Elements Series Part 4: Introducing Fire Activities into an Early Learning and Child Care Setting**

The fourth and final thought-provoking session of this series will include discussing the research regarding the benefits of utilizing fire, in its various forms, in an early learning and child care setting and what this means in practice. Activities for all comfort levels will be included; from making candles, to dream boats, to cooking with fire using barbecues and campfires. It will dispel the myths around fire and support educators to feel comfortable utilizing fire in their practice. Participants will have the opportunity to explore the concept of risk-benefit analysis. So, let us help you to explore your 'fire comfort zone' and push your boundaries.





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

### **Rethinking Your Infant and Toddler Environment**

This thought-provoking workshop will support educators in considering new ways of setting up stimulating and innovative environments for the youngest children in their care. Workshop attendees will discover the many and varied ways in which educators may design environments and materials to enhance the curiosity and wonder of infants and toddlers. Participants will gain strategies for facilitating open-ended experiences that will engage infants and toddlers and support them in taking appropriate risks to maximize learning and how this aligns with *How Does Learning Happen?* There will be an opportunity for attendees to explore and *Mess About* with the open-ended resources and unique materials.

### **Invitations to Play for Infants and Toddlers**

How do you take the interests of infants and toddlers, and link them to 'provocations for learning' and 'invitations to play'? This interactive workshop will have participants considering the role of Schema Play and offering experiences that cater to all the senses. This session will take an in-depth look at the concept of *Messing About*, developed by David and Frances Hawkins, and explore how it supports educators to provide meaningful, developmentally appropriate experiences for infants and toddlers. This workshop will also consider the importance of trying out activities before offering them to children.

### **Treasure Baskets for Infants and Toddlers**

Treasure Baskets and Heuristic Play affords infants and toddlers open-ended opportunities to explore the world around them through their senses and exploration of everyday objects. This hands-on, interactive workshop will explore the origins and the simplicity and sophistication of Treasure Baskets and Heuristic Play. Participants will investigate the sensory possibilities of Treasure Baskets and the discovery opportunities of Heuristic Play as well as develop a Treasure Basket using interesting everyday household items and items from nature, followed by an opportunity to *Mess About* with it.

### **Forts and Dens for Infants and Toddlers**

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

### Outdoor Play

Outdoor Play will consider how educators can look to provide cost-effective outdoor play experiences for the youngest children in their care. We will also explore how educators can enhance their existing outdoor environments by incorporating the four natural elements to support sensory rich experiences that will enhance play, promote exploration, and provide a sense of wonder for both mobile and non-mobile children. The session will also look at the role of schema play in outdoor environments and how to include experiences that reflect schema play. Participants will have opportunities to engage in meaningful discussions with fellow Educators and to go outside and explore materials to utilize with infants and toddlers in the great outdoors. Be prepared with clothing appropriate for the weather forecast and come play and explore with us outdoors.

### 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*.

### 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.





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## Schema Play Series

Children create understanding and knowledge of their world by interacting with the environment and the 'things' within it. While they are doing this, we often observe them repeating actions over and over again and see repeated patterns in their play.

In the first half of the 20th century, Jean Piaget recognized organized patterns of behaviour in children's play and developed his schema theory around how children learn and acquire knowledge through physical and mental actions. In the 1980's Chris Athey furthered Piaget's work by identifying clusters of play patterns and developed the concept of schematic play or schema play.



If you would like to find out more about schema play and how to support schema play in your early learning and child care setting then this engaging, interactive and fun workshop is for you. There will be opportunities to engage in thought-provoking conversations with fellow Educators and explore a variety of materials and experiences that support schema play. This three-part series will support Educators to develop environments and experiences that facilitate cognitive development through schema play.

**Session One: Action Schemas** (formerly How Schema Play Supports Children's Learning and Development) During this first session Educators will be introduced to schematic play, discover more about **Action Play Schemas** and how to develop schema rich environments and experiences that meet children's needs and interests.

### Session Two: Mark Making Schemas

This second schematic play session will look at schema play through a lens of early **Mark Making**, a prerequisite for the development of literacy skills, and explore how educators can introduce schema play materials and experiences to their environment to support mark making.

### Session Three: Emotional Schemas

The third and final session in this series will focus on **Emotional Schemas**. Educators will have an opportunity to dive deeply into the concept of emotional schemas in an early learning and child care setting. This will include identifying and recognizing emotional play schemas, and how educators can support young children with the development of self-regulation through emotional play schemas.

## Tinkering Series

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 within their daily practice. Educators will come away with many process oriented inexpensive experiences, and a variety of materials that they can use with children in their programs.

### Session 1 - Tinkering with Recycled Materials

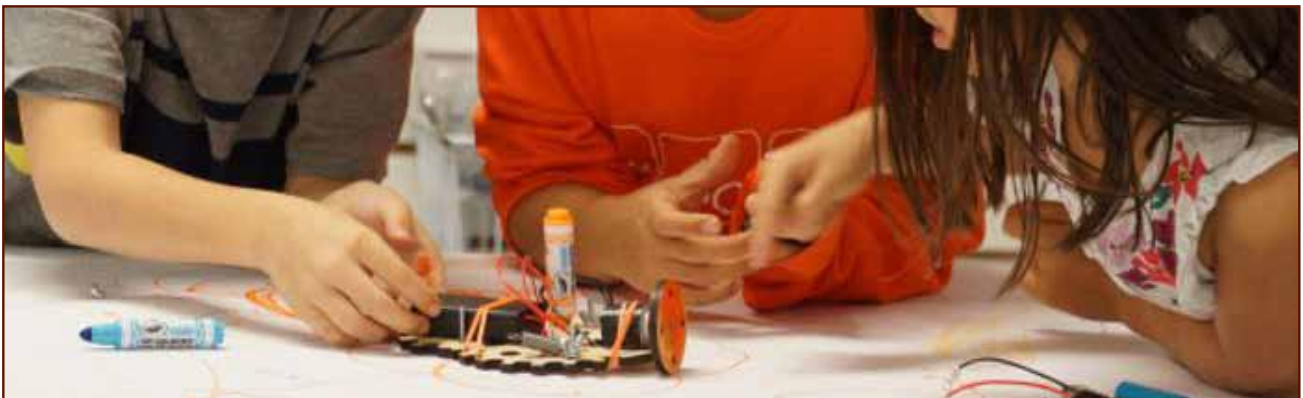
The first session in this series will explore the concept of 'Tinkering' with a focus on how educators can intentionally incorporate tinkering with recycled materials within their daily programming.

### 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 consider 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 programming and will focus on utilizing tinkering with metal in their early learning and child care programs.





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## STEAM Series

Attitudes to science and math are shaped in the early years and carry through to the teenage years (Archer et al. 2019) and the attitudes of adults can directly influence children's attitudes towards STEAM experiences. Educators are often uncomfortable and lack confidence in providing STEAM experiences, which can result in young children not being afforded opportunities to develop a love of STEAM areas.

If you are one of those educators who is struggling with providing STEAM experiences in your practice or you are looking to enhance the everyday **Science, Technology, Engineering, Arts and design, and Mathematics** experiences available in your early learning and child care centre, then this three-part STEAM series is for you! Participants will engage in lively discussions and fun hands-on experiences that support STEAM in early learning and child care centres.



### Session 1: STEAM Rich Environments

The first session in this series will consider what STEAM is and what this can look like in an early learning and child care setting. Educators will have opportunities to reflect on how they can integrate STEAM into a variety of program areas that support and encourage inquiry based learning. Educators will have opportunities to *Mess About* with materials that they can utilize to provide STEAM rich early learning environments and the links to *Tinkering*.

### Session 2: STEAM for Infants and Toddlers

The second session will consider how educators can bring STEAM concepts into everyday experiences for infants and toddlers while honouring their self-initiated learning. Educators will have opportunities to consider how they can give visibility to STEAM learning and concepts in an early learning and child care setting, and reflect on how they can facilitate STEAM for infants and toddlers. This will then be followed by hands-on exploration of STEAM rich environments for infants and toddlers.

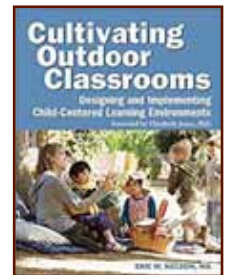
### Session 3: STEAM in Outdoor Environments

The third and final session in this series will focus on how educators can facilitate and support STEAM in outdoor environments. Educators will have opportunities to reflect on how outdoor environments provide real world natural experiences that spark curiosity, encourage exploration, challenge children, and encourage them to ask questions and test theories. There will be opportunities to *Mess About* with natural materials that develop a sense of wonder and joy of STEAM experiences.



## Creating Outdoor Learning Programs

Educators across Ontario have been embracing the move from traditional playgrounds to naturalized outdoor play spaces that amaze and inspire children, educators, families and communities. If you are looking to bring further intentionality to your space by creating a unique outdoor learning program that truly connects children to nature, this three part series, based on Eric Nelson's book *Cultivating Outdoor Classrooms* is for you. These engaging sessions will offer opportunities to participate in conversations and share ideas with fellow educators, and engage in a variety of hands-on experiences. Whether you have a newly renovated outdoor space or you are working in a traditional outdoor space, a variety of strategies and tips will be offered in this workshop to support you on your journey.



### Part 1: Philosophy and Approach

The first session will look at what Outdoor Classrooms are, their benefits, and the role of the outdoor classroom in early childhood education. Participants will explore philosophies and approaches to support Outdoor Learning Programs.

### Part 2: Curriculum and Content

The second session will look at the role of the educator in developing the curriculum and content of Outdoor Classrooms to ensure that a full range of rich learning experiences are available for all children.

### Part 3: Implementation

The third and final session will look at implementing Outdoor Classrooms and will include strategies to evaluate current practice, how to build upon it and embed a rich Outdoor Learning Program which supports the flow between indoors and outdoors.





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## **Exploring Nature through Creative Experiences**

This outdoor, hands-on workshop will explore how educators can incorporate creative opportunities and nature-based experiences into their early learning and child care environments which utilize the readily available gifts that Mother Nature has afforded us. This workshop will support educators to connect with the outdoor environment and minimize the impact that materials, children, and educators have on the environment. Participants will have an opportunity to discover how the natural outdoor environment acts as the Third Educator and develop a range of activities that will engage children and encourage them to respect the natural world all around them.

## **ECCDC's Top 20 Strategies for Naturalizing Your Early Learning Environments**

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





## **Naturalizing your Indoor Early Learning & Child Care Environment**

As educators we have become familiar with the term ‘the environment is the third educator’ and we are moving away from traditional, brightly coloured environments that have an abundance of synthetic materials towards natural indoor environments. This workshop will consider how educators can enhance their existing early learning and child care environments by bringing ‘the outdoors indoors’ to create aesthetically attractive natural environments that spark the curiosity and sense of wonder for children and adults. The session will consider how educators can actively engage children and families in the naturalization of their indoor environments. Participants will have an opportunity to engage in thought-provoking discussions with fellow educators and engage with a variety of natural materials that they can add to their indoor environments.



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## **Integrating Technology to Enhance Daily Practice with Children and Families Series**

In the age of technology, it is helpful to take time to consider how we can integrate technology into our daily practice to enhance the experiences of the children and families we work with. Technology can sometimes be intimidating when you don't have a knowledge base. This new series will be building upon those technical basics to enhance our understanding of building and coding with technology as well as how we can use that knowledge to support and increase family engagement.

### **Session 1 - Where to Begin: The Technical Basics**

Where will we begin? For this session we will be reflecting on how technology has been used within our programs and what are the basics we need to know. Are there other pieces of the puzzle we need to consider such as policy, best practices, benefits of technology and the right kind of screen time? Participants will have an opportunity to explore these pieces as well as different types of technology that you could implement within your program. The technology will be supportive of learning for children, families, and educators which we will look at in the next sessions in the series.





### **Session 2 - Building and Coding with Technology**

Children have been exposed to technology from a very young age and many have become very computer savvy so what's next? This session will explore building on the skills children already have and diving into the idea of building with technology to create what before was only in their imaginations. We will investigate how coding utilizes a creative process in which computers are "told" how to execute different actions. Participants will have an opportunity to explore how this is done.

### **Session 3 - Technology Strategies to Support Family Engagement**

We have a picture of the basics and how we can enhance children's opportunities with technology so the next step is to put into practice what we have learned with the families we support. We will investigate strategies to move away from paper copies to digital media and pathways to authentically engage our families within our programs. We will also explore different programs, resources and tools in a hands-on, interactive setting.



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## Unpacking Children's Play Series

Ever wonder why children play the way they do? In children's play they have opportunities to explore, engage and experiment with their ideas and beliefs of the world around them. Many of our programs have shifted to play based learning offerings to the children we work with to expand their learning. This series takes a closer look at the learning taking place in Block and Construction Play, Imaginative and Dramatic Play and Rough and Tumble Play. Each of the sessions in the series build upon each other through research and reflective practice and will offer ideas for you to explore within your centre.

### Session 1 – Block and Construction Play

In our classrooms we ensure that children have a large, open area filled with different blocks, small world items and props that link to children's interests, experiences and developmental skill sets. In having these materials available children are growing their problem solving, mathematic, continuity and permanence skills.

### Session 2 – Imaginative and Dramatic Play

Have you ever watched a child pick up an object and pretend it is a zooming car or put on a cape and become someone else? In imaginative and dramatic play children are using objects to represent something else while giving it an action or motion. The process of pretending builds many skills such as language, emotional intelligence, and thinking.

### Session 3 – Rough and Tumble Play

We can either try to stop children engaging in rough and tumble play or we can stop and unpack what it is and why they are doing it. In rough and tumble play children are smiling and laughing because this kind of play for them is fun! Rough and tumble play is a basic human instinct that helps to develop such skills as strength, movement, body awareness, and socializing.





## Reconstructing the Way We View Behaviour Through Inclusive Practices Series

A new three-part series offering opportunities for educators to explore the concept of utilizing inclusive practices to support children through the ever-changing pathway of behaviour. Educators are strongly encouraged to attend all three sessions as the series has been created to build upon each session.

### 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 change that behaviour can bring to the classroom.

### Session 2 — Reflecting on Inclusive Practices

In the second session educators will consider how utilizing an inclusive approach supports children's behaviour. They will have opportunities to explore inclusive practices and the ways in which the environment, curriculum and pedagogy can either support or hinder their journey.

### 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.



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## Sharing the value of unstructured play experiences with families and colleagues

As we are moving away from theme based planning to an emergent approach to learning through play, which is in line with Ontario's Early Learning Frameworks, the way that we are working with children in the early learning and child care field is changing. This workshop will support educators to explore what unstructured play is, the importance and benefits to children, and how they can communicate this to fellow educators and families. The session will look at intentional, open-ended experiences and dispel the myth of it being a 'free for all'. Participants will have an opportunity to try out some practical, interactive ways to convey the importance of unstructured play in an early learning and child care environment.



## Lost Art of Music and Movement in Early Childhood

Children in today's society are living more sedentary lives and their opportunities to engage in open music and movement activities are lessening. Come and join in to bring back the lost art of music and movement to the classroom. Educators will have an opportunity to engage together in joyful and fun activities that relate to music and movement to support children in healthy physical, mental, and emotional development. The session will look at the theory behind why music and movement are an important part of children's lives and why it is being lost in today's technology-based society. Educators will take away research, tools and experiences to share with the children and families in their program to reignite the passion for music and movement.



## Children's Voices

Do children have a voice in your program? Do you engage children in the ways you have learned from their voices or do you plan experiences based on what you feel is best for them? If you would like to gain strategies on how to truly involve children within your program, then this fun, interactive workshop is for you. The session will look at the importance of empowering children and how this is underpinned by Ontario's Early Learning Frameworks and the United Nations Convention on the Rights of the Child. Participants will develop a knowledge base of innovative ideas and activities, including consultation methods that children can use with each other, which afford them meaningful opportunities for participation. The session will also look at how children can be involved in planning experiences that are based on their interests.

## Strengthening Your Creative Art Program through Open Ended Art Experiences

Are you trying to move towards creative arts and away from traditional crafts? The session will look at the importance and benefits of a process-focused approach to the arts rather than a traditional product-based crafts approach and how this aligns with current thinking and Ontario's Early Learning Frameworks. Educators will have an opportunity to engage in conversations, share personal experiences and develop an arsenal of practical strategies to draw on to support children to express themselves through the medium of art. Educators will develop a list of engaging creative experiences to offer children of all ages. The session will also look at practical ways to engage with parents regarding the importance of creative arts experiences for young children.





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## Exploring Reggio Inspired Practices: A Three-Part Learning Series

### Reggio Inspired Interactive Environments

Educators are invited to investigate a Reggio-inspired environment through the use of hands-on videos, photo study and materials. Educators will have an opportunity to view 'a day in the life' at a centre in Reggio Emilia to see the materials used throughout the program. A photo study of materials that both the children and educators of Reggio chose to implement within their program as part of an investigation will be reviewed. Using the discussions from the video and photo study, educators will engage with the materials within the environment.

### Reggio Inspired Light Experience

Reggio Emilia introduced the Ray of Light Atelier in 2005 based on experiences explored with children and educators. The Atelier is open for children and educators alike to explore the properties of light. Children are invited to investigate their theories on light while educators reflect on how these concepts are stimulating children's learning. This session will offer educators a look into the concept of an atelier, how the materials were curated, what kinds of documentation were highlighted, and an opportunity to mess about with ECCDC's own atelier of light.

### Reggio Inspired Planning and Documentation

Educators within Reggio Emilia reflect on their planning and documentation with several different lenses. The use of planning and documentation shows children and families a shared construction of meaning within the environment, a shared responsibility towards learning, offers an evaluation of both the environment and self. The tools that are employed state the intent of the materials and is open for educators to share their learnings with children and families. In the session educators will explore different ways of planning and documenting based on practices in Reggio Emilia schools. Educators will look at the cycle of planning and where documentation fits and the why behind documentation.



## Projects with School Age Children

A project, by definition, is an in-depth investigation of a real-world topic worthy of a child's attention and effort. The use of projects can be carried out with an entire class or with small groups of children within a school age program. Projects have a complex but flexible framework that use a set of teaching strategies enabling educators to guide children through in-depth studies of real-world topics all while linking together teaching and learning as interactive processes. Projects can be woven into any school age program and support children to feel motivated and actively involved in their own learning, leading them to feel a sense of belonging within their space.



## Fort and Den Building for Older Children

Do you remember the pleasure of building forts and dens as a child? Would you like to incorporate this with into your early learning and child care setting or would you like to build on your current fort and den building experiences? If so, this session is for you. Together, we will consider the benefits of affording preschool and school age children opportunities to build forts and dens, and how this reflects the four foundations highlighted in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. The session will focus on a variety of strategies that educators can utilize when facilitating fort and den building experiences for older children. Participants will have an opportunity to share ideas and consider a range of materials, resources and tools that can be used when building forts and dens in both indoor and outdoor environments. There will be an opportunity for participants to build forts and dens outdoors, so make sure that you review the weather forecast and come prepared to have fun!





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## **School Age Series 1** **Speaking the Languages of School Age Children**

### **Embedding Participation and Consultation within Your School Age Pedagogy**

This workshop will investigate how Educators can involve young people, through genuine participation and consultation, within their school age programming to truly give them a voice. If you would like to empower young people and ensure that your programming is reflective of their needs or if you would like to further enhance your current school age practices, join us for this interactive workshop. Educators will have opportunities to engage in reflective discussions, share their experiences and gain practical strategies to incorporate into their everyday practice. The workshop will also highlight how affording young people opportunities for participation supports local, provincial, national, and international objectives.

### **Physical Literacy in School Age Programs**

Adults assume that young people are naturally active; however, current research is indicating that this is not always the case as they are now engaging in high levels of sedentary behaviours and low levels of physical activity. Levels of physical activity in the early years are indicators of physical activity in later life and health, and are the foundation for physical literacy. Educators have an important role to play in supporting young people to develop the disposition to become physically literate and physically active. If you would like

to engage in reflective conversations and gain strategies on how to enhance physical literacy within your school age program, join us for this interactive, hands-on workshop.

### **Utilizing Shared Spaces in School Age Programs**

Are you 'living out of a cart' and trying to provide sufficient, appropriate materials to enhance the play experiences that you offer to the young people in your school age program? Is storage and having to rotate spaces an issue that you are regularly faced with? Is it difficult to highlight the work of the young people in order to make their learning visible in the spaces that you work within? If you have answered yes to any of these questions and would like inspiration in moving forward, this workshop is for you. Join us to engage in reflective conversations, share ideas and gain practical strategies to use in your school age program.

### **Outdoor Play for School Age Children**

The session will look at a variety of low cost and no cost materials, and authentic tools that can be utilized to provide open-ended experiences in the great outdoors along with experiences that adapt an outdoor co-learning approach. This session considers how outdoor play changes as children get older and how to meet the needs of a varied age range. During this session participants will spend a large portion of time outside engaging with materials and in experiences, so please bear in mind that "there is no such thing as bad weather, only bad clothes". So, review the weather forecast, dress appropriately for the weather conditions and come ready to have fun.





## School Age Series 2

### **Investigating the Theories of Play and the Principles of Playwork to Support Your School-agers**

Playwork and the term Playworker are commonly used terms in the United Kingdom and in many parts of the world, and is rapidly spreading throughout North America. In the UK, Playworkers work with children and young people from 4-16 years in school-age programs, holiday programs, adventure playgrounds, on playbus' and as play rangers. Playwork has evolved since post war Britain and is a profession in its own right. Although it shares some aspects of early learning and child care, it has philosophies, principles, and practices unique to Playwork.

Play is seen as a process, not a product. Does that sound familiar? And one of the roles of a Playworker is to enrich the environment to provide 'playable spaces' for children, restoring play and lost experiences.

#### **Workshop Series Session One: Theories of Play**

During session one participants will have an opportunity to dive deeply into what play is for older children and the role of the adult within children's play, thus supporting a move towards a child-led agenda. Participants will be introduced to the 'Playwork Principles' and the 'Play Types' as tools to support practice and playfulness.

#### **Workshop Series Session Two: Removing the Barriers to Play**

In session two, participants will be introduced - in a playful way - to some of the underpinning theories of Playwork. These will include flexible environments, intervention strategies to facilitate the play process, and responding to children's play cues to support free play and to remove barriers to play.



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## Reaching IN...Reaching OUT

### Promoting Resilience in Adults & Young Children Since 2002

**RIRO Resiliency Skills Training** is an evidence-based, two-part program for service providers who work with children from birth to eight years.

The training uses a relationship-based, cognitive-behavioural and social problem-solving approach to prevent depression and promote resilience in children under eight years. Adapted from 35 years of research by Dr. Martin Seligman and colleagues at the University of Pennsylvania, the RIRO program is designed to **help adults help young children** steer through life's inevitable bumps in the road and make use of opportunities for optimal growth and development.


Research shows that children as young as two years begin to copy how adults in their lives respond to daily stresses, serious challenges and opportunities for growth. When adults use the RIRO skill-set in their own lives, **they become role models for children** by demonstrating effective thinking and coping strategies in response to both adversity and opportunity.

**Part 1** introduces **adults to key resiliency research and skills** that enhance self-regulation skills and promote a "resilient" perspective and flexible approach to handling conflict, problems and everyday challenges.

**Part 2** helps adults **apply the resiliency skills directly with children** by:

- increasing their understanding of children's thinking and behaviour
- supporting children's development of seven critical abilities associated with resilience
- introducing child-friendly approaches using children's literature, puppets and resilience-building activities.

The ECCDC is Proud to Offer  
**RIRO Resiliency Skills Training**  
*a relationship-based program that helps children "Bounce Back"*  
**Part 1: ADULT SKILLS and**  
**Part 2: CHILD APPLICATIONS**




## Learning Language and Loving It™ The Hanen Program® for Early Childhood Educators

In any preschool classroom, the needs of children can be very diverse, and some can be much harder to engage and teach than others. This makes your job as an early childhood educator difficult when you're trying to make sure that every child in your classroom is given the best possible opportunities for learning.

The *Learning Language and Loving It* Program was designed to provide early childhood educators with practical strategies for helping all children in the classroom build language and social skills, no matter what their learning and communication styles are, and even if they have special needs.

The *Learning Language and Loving It* Program provides you with practical, research-based strategies for:

- Promoting every child's language development using natural everyday activities, routines and play
- Becoming attuned to children's interests so you can follow their lead, which is known to foster language development
- Adjusting the way you talk to help children develop more advanced language skills
- Promoting interaction among the children themselves
- Facilitating language-learning in pretend play
- Fostering emergent literacy skills

## Sharing Sensitive News with Parents

Professionals who work with young children often say that one of the hardest parts of their job is sharing sensitive information with parents about their child's development. The Sharing Sensitive News seminar provides early childhood educators and other professionals with specific strategies for sharing information with parents in a way that emphasizes active listening and promotes positive collaboration. When we share the news in a way that is sensitive, family-centred and respectful of parents' points of view, we greatly improve the chances for successful collaboration.

Upon completion of this 2-hour seminar, participants will be able to:

- Identify why information may be difficult for educators to share and difficult for parents to hear.
- Plan ahead for how to effectively share information with parents.
- Clearly share information in a way that actively involves parents in the discussion and is sensitive to their feelings and perspective.



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## Back to Basics Series

Change management and time management are becoming increasingly important within the early learning field and have taken our attention away from three of the most critical components of a quality early learning environment: time, environment, and play. This series will offer participants an opportunity to reflect on how time and schedules are implemented within daily practice, the environment from a child's view, and how we are positioned to communicate the value of play to families.





## Back to Basics Series

### **T.I.M.E**

T.I.M.E. - Take Individual Moments Everyday. Our schedules are full and time is of the essence, so how can we be mindful of our time? What do we need to consider for change? A journey to reflect on our schedules, tasks and daily practice to create a holistic action plan. A variety of hands-on tools and tricks will be explored throughout the session offering you time to see what fits your lifestyle.

### **Environment**

Environments as the third educator - what do we need to consider? Take a step back and reflect on your environment. Does it reflect those living in the space? Can children lead their own play? Moving from structured play to unstructured play, can the children extend and plan their play while engaging in a variety of hands-on materials? Come join us for an opportunity to rethink your current space and redesign the environment to support learning.

### **Play - What Is It All About?**

How do we define play? What do children learn through play? What does play consist of? What is involved in play? Structured vs. unstructured. So many theories and ideas are floating around about play and its role in children's lives. Play is a right of every child and all children need time and space for free play every day. What does that look like in our centres? How do we engage parents in the conversation about the intentionality behind play? We will have an opportunity to engage in discussion and reflect on different theories as well as look at how to communicate the message to families through documentation.



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## **Moving from Theory to Practice Professional Learning Institute: Implementing Ontario's Early Learning Frameworks into Daily Practice for EarlyON Teams**

### **Session One: Ethics, Professionalism, and Communication**

Participants will explore the following concepts: weaving ethics and professionalism into practice with the College of Early Childhood Educators' *Code of Ethics and Standards of Practice*; developing respectful and effective communication strategies with children, families, and colleagues; and considerations for designing inclusive and diverse spaces and practices that are welcoming for all children, families, and caregivers.

### **Session Two: Planning through the Lens of *How Does Learning Happen?***

This session will offer opportunity for participants to explore pedagogy and planning through the lens of *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the principles of a Reggio Emilia inspired, emergent curriculum. This afternoon will inspire conversation related to strengthening relationships through authentic family engagement strategies and planning from a value, strength, and asset-based approach.

### **Session Three: What does *How Does Learning Happen?* look like with Families?**

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



### **Session Four: Exploring Reflective Practices**

This session will give educators an opportunity to reflect on how they currently observe and document children's learning and how they can build on this to move towards a pedagogical approach to documenting children's thinking. Participants will gain a variety of strategies to support them with this change in practice to become inspired to interpret children's thinking and learning in different ways.

### **Session Five: Making Children's Learning Visible**

Educators can become co-learners with children and families through valuing children's experiences and valuing both children's and families' perspectives. *How Does Learning Happen? Ontario's Pedagogy for the Early Years* is encouraging educators to move beyond simply providing activities for children and families. We are being asked to think deeply about the context and meaning behind children's and families' experiences, thinking and learning in a more complex way. So how can Educators make children's learning visible with families? How can pedagogical documentation support the shift and highlight the intentionality?

### **Session Six: Documentation Panels and Learning Stories**

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

### **Session Seven: Supporting Risk and Challenge**

How can we provide risk and challenge for a wide age range of ages and abilities while being mindful of the health, safety, and well-being of children? Educators will have an opportunity to explore ideas and experiences to support the implementation of appropriate risk within their programs.

### **Session Eight: Empowering Parents as Partners in Their Children's Play**

Play - what is it? What do children learn through play? What is involved in play? Structured vs. unstructured. So many theories and ideas are floating around about play and its role in children's lives. Play is a right of every child and all children need time and space for free play every day. What does that look like in our EarlyON programs? How do we engage parents in the conversation about the intentionality behind play? We will have an opportunity to engage in conversation and reflect on different theories as well as messaging through our documentation for families.



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

Are you an educator caring for children in a home child care setting? If so, this professional learning series is for you. The series is underpinned by *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, and has been designed with Home Child Care Professionals in mind.

### Part 1: Environments in A Home Child Care Setting

*The environment is the third educator* has become part of early learning and child care practice in recent years. During this thought-provoking workshop, participants will consider how to provide environments in a home based child care setting which spark curiosity and wonder in children and support inquiry-based learning, while reflecting the view that children are curious, competent, and capable. There will also be opportunities to explore ways to support children to take developmentally appropriate risks that maximize learning.



### Part 2: Invitations to Play in a Home Child Care Setting

Are you trying to get to grips with taking the interests of children and linking them to provocations for learning and invitations to play? This interactive workshop will consider the role of schema play and offering experiences that cater to all the senses. Participants will be introduced to the concept of *Messing About*, which was developed by David and Frances Hawkins, and explore how it supports educators to provide meaningful, developmentally appropriate experiences for children of all ages. There will be an opportunity for participants to set up an invitation to play utilizing *A Thinking Lens for Reflection and Inquiry*<sup>®</sup> after which participants will be able to *Mess About* with their invitation to play using *Higher Order Thinking Prompts*.

### Part 3: Observing and Documenting Children's Learning

As educators we are being encouraged to move away from simply providing activities for children to do and to consider the context of their learning in a deeper way. This session will look at how we can make children's learning visible through the use of pedagogical documentation as a tool to highlight children's learning through their lived experiences; utilizing a co-learning approach with children, families, and fellow home child care providers. Participants will gain a variety of tools to aid them in their practice to interpret and make children's learning visible.

## Bringing Nature Education to Your Playground

### A 4 Part Professional Learning Series

#### Session One

Educators will explore the benefits of children having ample opportunity to engage in outdoor experiences through the lens of *How Does Learning Happen?*, the United Nations Convention on the Rights of the Child, and Ontario Children's Outdoor Charter. Participants will also discuss a variety of play types, the difference between an experience and an activity, as well as the concept of *Messing About*. The workshop will include strategies for utilizing higher order thinking prompts and suggestions for practical, hands-on experiences that may be used in all outdoor early learning settings.

#### Session Two

Educators will have an opportunity to engage in conversation around the importance of risk in play and will explore the concept of completing a risk/benefit analysis. Additionally, participants will consider information that may be shared in conversations for licensing, playground inspections, and communicating the benefits of nature inspired play to parents. Throughout the workshop participants will have an opportunity to explore strategies for facilitating belonging, expression, well-being, and engagement (the Four Foundations of *How Does Learning Happen?*) within their outdoor space. Additionally, suggestions for including the children's interests and voices in the space and engaging fellow educators and families in the transition to a naturalized play space will also be offered.

#### Session Three

On this second day of co-learning, educators will engage in experiences linked to air and earth, two of the four natural elements through *Messing About*, utilizing higher order thinking prompts, and through A Thinking Lens® for Reflection and Inquiry, developed by Harvest Resources. This session will include discussions around dispelling myths regarding injury and accidents and participants will share work-arounds for a variety of typical health and safety concerns.

#### Session Four

This last session will offer the opportunity for participants to explore hands-on experiences linked to water and fire, the two remaining natural elements, through *Messing About*. A discussion will take place regarding educators' various comfort levels in offering experiences outdoors in consideration of the information gained through the risk-benefit analysis explored on day one. The group will have an opportunity to have a whole group experience to reflect and consider the series learning and impact for implementing the ideas and strategies within daily practice.





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## **Do you want to engage your team by offering a staff retreat or motivational team building day? If so, the ECCDC can help!**

The ECCDC has supported many organizations in planning engaging and innovative staff retreats. There are several options that may be selected which could include a motivational keynote presentation along with fun, interactive team-building activities. The keynote below is one example of a motivational session that may be offered. The following options are activities that have been offered at past retreats:

- picnic lunch
- drumming ceremony
- paint and art activities
- yoga

### **Keynote Option: Reflecting Upon Your Work in the Early Years and Re-igniting Your Passion**

This presentation will inspire reflection and deep conversation to support educators in recognizing the valuable contributions they make, the importance of resiliency during times of significant change and strategies for considering how to include joy, enthusiasm, and fulfillment in our daily practice. The session will also include a fun, interactive quiz including prizes and an opportunity to create a self-reflective tool and as a go-forward plan for including self-reflection into our work as part of an ongoing motivational and mindfulness practice.



## Track your professional learning with these items available to purchase from the ECCDC

**Professional Learning  
Tracking Portfolio \$15**

**Reflective Practice  
Journal \$5**

**Pad of Refill Tracking  
Pages \$10**



With sections for tracking professional learning attendance, certificates, articles, etc., the **Professional Learning Tracking Portfolio** makes it easy to document your professional learning!

The ECCDC exclusive **Reflective Practice Journal** is designed as a tool to support individuals on their reflective practice journey (lined pages).

The **Pad of Refill Tracking Pages** is for the Professional Learning Tracking Portfolio and includes five pages of refills for each section (total 25 pages).



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## Resources

### Available to Purchase

Interested in purchasing resources to support some of the topics outlined in this publication? Here is a look at some of the resources on our estore that we can purchase on your behalf.

## Innovative Environments



Designs for Living and Learning - Transforming Early Childhood Environments by Deb Curtis and Margie Carter



Natural Playscapes by Rusty Keeler



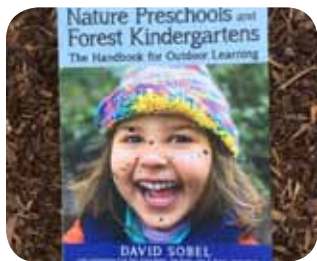
Lens on Outdoor Learning by Wendy Banning & Ginny Sullivan



Risk & Adventure in Early Years Outdoor Play by Sara Knight



Learning with Nature by Claire Warden



Nature Preschools and Forest Kindergartens by David Sobel



Last Child in the Woods by Richard Louv



Balanced and Barefoot by Angela J. Hanscom



## Leadership Resources



Learning Together with Young Children: A Curriculum Framework for Early Childhood Services by Deb Curtis and Margie Carter



The Art of Leadership: Leading Early Childhood Organizations

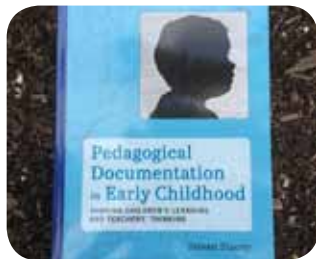


The Art of Leadership: Developing People in Early Childhood



The Art of Leadership: Promoting Early Childhood Services Organizations

## Observation and Documentation



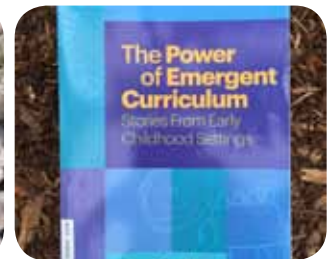
Pedagogical Documentation in Early Childhood by Susan Stacey



Curriculum Planning, Observation and Reflection Tool, created by the ECCDC



Learning Stories - Constructing Learner Identities in Early Education by Margaret Carr & Wendy Lee



The Power of Emergent Curriculum: Stories from Early Childhood Settings by Carol Anne Wien



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The Early Childhood Community Development Centre (ECCDC) is committed to supporting early learning and child care professionals by providing them with quick and easy access to resources and materials through our recently launched E-Store. Our E-Store includes a variety of resources that can be purchased and delivered directly to the customer, with categories such as:

**Aboriginal Resources**



**Art Materials**



**Curriculum Planning**



**Resources Francophones**



**Grab & Go Learning Projects**



**Innovative Environments**



**Loose Parts**



**Music & Movement Resources**



**Naturalized Materials**



**Observation & Documentation Resources**



**Supporting Collaborative Relationships**










**Technology Tools**



Visit our E-Store at [www.eccdc.org/shop](http://www.eccdc.org/shop)

## Testimonials from our Stakeholders

-  "ECCDC is a great place and my staff and I will drive for almost 2 hours to attend training sessions whenever we can. The training you provide is current and very affordable."
-  "The customized training that you provided for our staffing team had a huge impact. Many of the staff have incorporated the learning into their programs and continue to talk about and refer to the methods and activities that were provided during the training. Additionally, the Leadership series, which all our supervisory team attended, was excellent. All of us are integrating aspects of what we learned every day. You have provided us all with an ability to be more reflective of how and why staff work the way they do, and how our management styles impact and support their behaviours and practices."
-  "Have been to a few workshops and have had ECCDC come to Toronto to run workshops for staff. I found that the service provided was very professional and the material was relevant and kept agency staff engaged through the day. I would highly recommend going to a workshop or hosting one with your agency."
-  "The ECCDC is a wonderful place committed to helping educators and children learn, develop and grow. The training events are so effective and support individuals looking to succeed. I would recommend to students, educators, and families looking to become more competent in working with children."
-  "I've found that the ECCDC is very helpful at tailoring workshops to meet our needs as an organization and coming out to Durham is also a great advantage for us. The facilitators of the workshops we have taken are responsive to our needs and provide workshops that leave our staff feeling refreshed and motivated."
-  "Customized Training provided was great and I was most impressed at the organization's ability to consult and plan the training collaboratively with us to meet the professional development goals of the session."
-  "I have enjoyed many of your workshops. I always leave them feeling inspired. I love the opportunity to hear from a variety of experts in the Early Childhood Education field and to connect with like-minded individuals. I have received valuable resources and learned so much. You feed my soul. I can't say enough about how wonderful your professional learning opportunities are. I tell everyone about you. Thank you!"



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

~ John Dewey



*Not part of the ECCDC's email community? Sign up by emailing [eccdc@eccdc.org](mailto:eccdc@eccdc.org) to receive information about upcoming sessions and other news of importance to early learning and child care professionals.*

**eccdc**  
early childhood community development centre

For details about any of these unique training sessions, contact:

**Early Childhood Community Development Centre**

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Esteem - Customized Professional Learning Opportunities Delivered In Your Own Community is designed by the Early Childhood Community Development Centre