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**October 21st, 2021 is the 21st annual Child Care Worker & Early Childhood Educator Appreciation Day.**

**Theme:**

**Celebrating our Early Learning and Child Care Heroes**

**Let us know how you celebrated!**

## NATIONAL CHILD DAY - NOVEMBER 20, 2021



**National Child Day** is celebrated in Canada on November 20 in recognition of our country's commitment to upholding the rights of children and two historic events: the 1959 signing of the UN Declaration of the Rights of the Child and the adoption of the UN Convention on the Rights of the Child in 1989.

This year, we are commemorating the 30th anniversary of Canada's ratification of the UNCRC. It is an opportunity to recognize the rights of all children, while also acknowledging the unique rights of First Nations, Métis and Inuit children. The theme for National Child Day 2021 is **#8MillionStrong** in honour of the power and resilience of all 8 million kids in Canada and their right to survive and thrive.

Throughout the COVID-19 pandemic, children and youth have demonstrated extraordinary resilience and leadership. They have been leaders within their families, schools, communities – and even at a national level. There is no better time to recognize the enormous contributions of kids than on National Child Day. We're pleased to announce that Arjun Ram of CBC Kids News will be hosting this year's event! You'll learn more about children's rights, hear from inspiring Canadian leaders, and find out how you can take action. The event also highlights opportunities for reconciliation by honouring the past, acknowledging the present, and igniting hope for the future. Check out [nationalchildday.org](https://nationalchildday.org) for the latest updates, resources and information.

### THE DAILY 4

**The Kenora District Best Start Network created a post card:**

**'What do children need to thrive and be healthy?'**

**The Daily 4 - Touch, Movement, Connection, Nature**

**A PDF of the DAILY 4 post card is available for printing, posting and distributing to your families.**

**Visit the Kenora District Best Start Network on FACEBOOK for more information!**

## Operational Guidance for Child Care During COVID-19 Outbreak –For First Nations

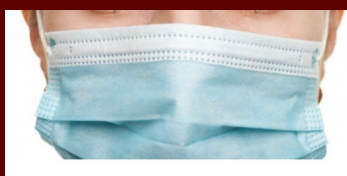
### Highlights of Changes - August Version 8.0

- (p. 8-9) Staffing – Movement of supervisors and/or designates, staff and students on educational placement between child care locations and between licensed age groups is permitted.
- (p.11-12) Additional information provided on Cleaning Protocols and Procedures – the risk associated with transmission with shared objects is low. Instead of regular cleaning of shared objects, the focus should be on regular hand hygiene and respiratory etiquette to reduce the risk of infection related to shared equipment.
- (p. 13-14) New section on Hand Hygiene and Respiratory Etiquette
- (p.16-18) The province will continue to provide a screening tool for use by schools and child care, which may be periodically updated. All individuals must follow the monitoring and isolation advice outlined in the screening tool. The ministry may direct licensees and providers to perform and validate daily on-site confirmation of self-screening.
- (p.19-22) Updated guidance on Monitoring and Responding to Reports on COVID-19 Symptoms – See the provincial screening tool for symptom screening, monitoring and isolation procedures. All individuals must follow the monitoring and isolation advice outlined in the screening tool.
- (p. 26-27) New sections on permitted Physical Activities and Field Trips
- (p. 27) Updated guidance on Visitors and Students on Educational Placement – visitors are permitted and are subject to the same health and safety protocols outlined in the guidance. The number of visitors indoors should be limited to the ability to maintain physical distancing of at least 2 metres.

- (p. 27-28) Updated guidance on Space Set-up and Physical Distancing – More than one child care or early years program or day camp can be offered per building/space as long as they are able to maintain separation between the groups/cohorts and follow all health and safety requirements that apply to those programs. In shared outdoor space, mixing between groups and any other individuals outside of the group is permitted, though physical distancing is encouraged. Where physical distancing is difficult with small children, suggestions include: planning activities for smaller groups when using shared objects or toys; singing is permitted indoors; masking is encouraged but not required for singing indoors if a minimum of 2 metres distance can be maintained.
- (p. 28-29) New section on Ventilation
- (p. 29) Updated guidance on Equipment and Toy Usage Restrictions – If sensory materials (e.g. playdough, water, sand, etc.) are offered, emphasis should be placed on hand hygiene before and after the use of materials.
- (p. 30) Updated guidance on Food Provision - Licensees and home child care providers should follow regular food preparation guidelines.
- (p. 31) New section on Mental Health

### Highlights of Changes - September Version 9.0

- (p. 14-15) Updated guidance on Use of Masks and PPE – masking is not required outdoors when two metres of distance is maintained from others; eye protection (e.g. face shield or goggles) is required both indoors and outdoors, as per occupational health and safety requirements, for individuals working in close contact with children who are not wearing face protection.



## Creating spaces...

### First Steps – Essentials to consider in a Baby/Toddler Environment

Environments can affect the behaviour of both the child and the educator so it is important to put a little time in at the beginning of each month or week to assess current developmental needs, stages, verbal and non verbal cues, new children, relationships and space ...then make changes as needed. This will make things a whole lot easier as you progress and also provide opportunities for ongoing reflection and planning.

Before you convince yourself this is all going to be too difficult though let's take a quick look at some of the absolute essentials I believe you should consider and reflect upon when thinking about setting up spaces for this age group.

- Are you approaching the space with the possibility of it becoming the 'third teacher' rather than just a place to change nappies, feed and sleep?
- Take a close look at the current furniture being used – is it safe and hygienic as well as welcoming?
- Is there plenty of open space for baby to roll around, pull to stand, cruise or practice first steps? Think about ages and stages currently occupying this space.
- Is there the security of familiar and regular educators, furnishings and also simple activities that support and encourage confidence, trust and a willingness to explore and learn?
- Are there safe yet interesting spaces set up around the room that allow for different ages and stages to explore, try out ideas and actions on their own? Have toys and materials been provided that allow for open ended play, discovery and learning?
- Is there a good selection of resources set up throughout the room for baby and toddler to make their own choices and decide how they will explore and play with those tools rather than an excess of toys that have a 'right way' to play or be used?
- Are toys and other activity resources displayed so they are easily accessed by the different age groups yet not too crowded or overstimulating?
- Do educators incorporate and reflect an understanding of family and community culture into the environment in various ways to help children feel a sense of connection and belonging to the space?
- Have educator needs also been considered? Are spaces and furniture incorporated that support these needs as working with babies and young toddlers can be particularly draining and challenging on the body and mind!
- Consider availability of comfortable adult sized chairs for feeding, lockers or high shelf spaces for personal items, spaces to take a quick breather, steps for toddlers to walk up for change table time to save back muscles, efficient food and bottle warming equipment.
- When educators feel their personal wellbeing and sense of belonging is being considered and supported this has a flow on positive effect and benefit on the babies and toddlers in their care.





## The Outdoors...

Promoting outdoor play is not only important for the health and well-being of children; it is necessary for the long-term health of the environment. Spending time in nature at an early age is important for the development of the next generation of environmental stewards that respect and protect the natural world.



### What is frostbite?

In cold temperatures, skin that isn't properly covered or protected can freeze quickly. When skin freezes it's called frostbite. The most common body parts to get frostbite are the cheeks, ears, nose, fingers, and toes.

Skin will first become red and swollen and will feel like it is stinging or burning.

If the skin isn't protected or warmed, it will start to feel like it's tingling and will look grey.

If the skin freezes, the area will have no feeling and will be shiny and white.

Frostbite can happen in cold wind, rain, or snow. Once a part of the body has had frostbite, it's more likely to happen again.

**Follow local temperature guidelines for keeping children indoors!**

[Caring for Kids](#)

## DRESS FOR THE WEATHER

With the changing of the seasons comes the changing of outdoor wear! Important for staff to dress for the weather too!



- If children's feet and hands are warm, what they are wearing is usually good. If a child is dressed too warm, they could sweat and feel colder when they stop playing.
- Dress your child in layers of clothing that can be put on and taken off easily.
- Infants being pulled in a sled need extra bundling. Because they aren't moving, they can't generate body heat the way a playing child can.
- Wear a hat because a lot of body heat is lost through the head.
- Keep ears covered at all times to prevent frostbite.
- Wear mittens instead of gloves so that fingers can be bunched together for warmth.
- Wear warm, waterproof boots that are roomy enough for an extra pair of socks and to wiggle toes.
- Remove drawstrings from clothing that could catch on climbing or play equipment. Use Velcro or other snaps instead. Use a neck warmer instead of a scarf, and mitten clips instead of a string to prevent choking.
- Remove wet clothing and boots immediately after playing.



## Think, Feel, Act - Lessons from Research about Young Children

### The Three Key Steps to Self-Regulation

1. The first step is to reduce the child's overall stress level. This can be as simple as making sure the child is well-slept, getting nutritious foods, and lots of exercise; turning off the radio or the TV in the background if we suspect that our child is sensitive to noise; or limiting the amount of time spent on computer or video games if these seem to leave the child agitated. Just going to school can be stressful for a lot of children, and even very simple aids like a disc for their chair at school or a

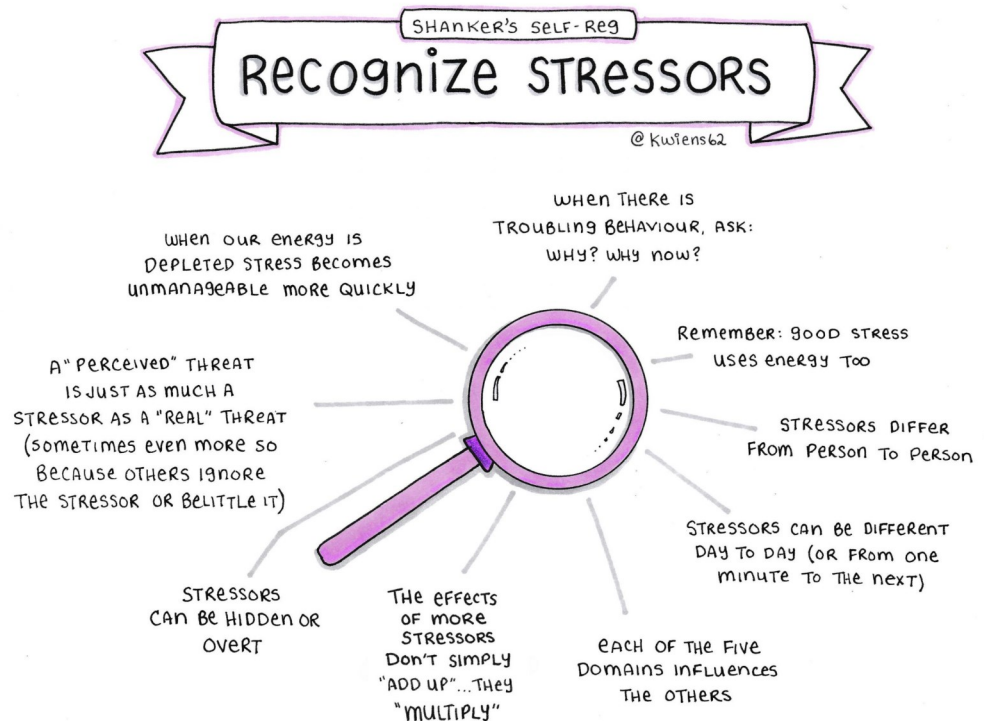
2. The second step is to become aware of what it feels like to be calmly focused and alert, and what it feels like to be hypo- or hyper-aroused. A large number of Canadian children lack this basic aspect of self-awareness.
3. The third step is to teach children what sorts of things they need to do in order to return to being calmly focused and alert and what sorts of experiences they may need to manage or even avoid. The

world our children are growing up in today is one where self-regulation is becoming ever more critical. But research is now showing that sports, playing a musical instrument, being involved in the arts, yoga, and martial arts like Tae Kwan Do, all provide enormous benefits for self-regulation (Diamond, 2011). Self-regulation is every bit as much about doing all those things that increase a child's energy levels as learning how to deal with situations or stimuli that the child finds very draining.

*P. 27 Think, Feel, Act: Lessons in Research*

### Questions for Reflection

- What can I do to support children in learning how to self-regulate?
- What can I change in my environment to reduce children's stress levels?
- How can I support children in recognizing when they are under- and over-stimulated?
- How can I help children recognize what sorts of activities help them to become calmly focused and alert and what activities they need to limit?



## In the Kitchen...

### Multi-grain Muffins

#### Ingredients

1 cup water 1/4 cup Red River® Cereal  
 1 egg  
 1/3 cup Vegetable or Canola Oil  
 3/4 cup buttermilk  
 1/4 cup brown sugar  
 1 tsp vanilla extract  
 1 1/2 cups Robin Hood® Original All Purpose Flour  
 1/2 cup Robin Hood Oats  
 1 tsp baking powder  
 1 tsp baking soda  
 1 1/2 tsp cinnamon  
 1/4 tsp nutmeg  
 1/4 tsp salt

#### Directions

Preheat oven to 400°F (200°C).

Line with paper liners or grease 12 muffin cups.

Bring water and Red River Cereal to a boil in medium sized saucepan.

Reduce heat to low and simmer, covered 10 minutes, stirring occasionally, until mixture has thickened.

Cool 5 minutes.

Combine, in a large bowl, egg, oil, buttermilk, brown sugar and vanilla.

Add cooked cereal.

Add remaining dry ingredients and stir until blended.

Place in prepared muffin cups.

Bake in preheated oven for 18 to 20 minutes until golden brown.

Let cool in pan 5 minutes, then cool on wire rack.



### Mama Mia Meatball Taquitos

#### Ingredients

12 fully cooked meatballs  
 2 cups shredded part-skim mozzarella cheese  
 1 cup whole-milk ricotta cheese  
 1 teaspoon Italian seasoning  
 12 flour tortillas (8 inches)  
 Cooking spray  
 Warm marinara sauce



#### Directions

1. Preheat oven to 425°.

2. Chop cooked meatballs or substitute meatloaf.

3. Transfer to a large bowl; stir in cheeses and Italian seasoning.

4. Spread about 1/4 cup meatball mixture down center of each tortilla.

5. Roll up tightly. Place in a greased 15x10x1-in. baking pan, seam side down; spritz with cooking spray.

6. Bake until golden brown, 16-20 minutes. Serve with marinara sauce.

### Easy Peasy Turkey Soup

#### Ingredients

2 quarts vegetable stock  
 1 (10-ounce) box frozen mixed vegetables  
 1/2 cup rice  
 2 cups cooked turkey, cubed  
 1 teaspoon poultry seasoning  
 2 teaspoons dried thyme  
 Salt and pepper, to taste



#### Directions

Combine the vegetable stock and the turkey in a large soup pot over low heat and bring to a simmer.

Cover and simmer for 1 hour.

Add the remaining ingredients.

Cover and simmer for an additional 20 minutes.



### Covid-19 immunization disclosure policy

As announced on August 17, 2021, an immunization disclosure policy (“policy”) is required for all publicly-funded school board employees, staff in private schools and licensed child care settings and other individuals frequently in these settings who may have direct contact with children, providers and/or staff.

Individuals who do not intend to be vaccinated, without a documented medical reason, will be required to participate in an educational session about the benefits of COVID-19 vaccination.

Licensees are also strongly encouraged to require those who are not fully vaccinated to complete regular COVID-19 testing; however, this is **not required** under the instructions issued by the Chief Medical Officer of Health for those licensed child care programs located on-reserve.

### Individuals covered by the policy

At a minimum, the ministry expects that the following groups of individuals would be covered by the policy, except where the individual works remotely and the individual’s work does not involve in-person interactions:

- employees of the licensee (including home visitors)
- home child care providers
- volunteers
- students on an educational placement
- any licensee who regularly interacts with children, staff or providers
- adults ordinarily a resident of or regularly present at a home child care premises
- any other person who provides child care or other services to a child who receives child care (for example, special needs resourcing consultant)

### Proof of vaccination

For people who were vaccinated in Ontario, the only acceptable proof of vaccination is the receipt provided by the Ministry of Health to the person who was vaccinated.

After vaccination, individuals with an Ontario photo health card can log in to the provincial portal to download or print an electronic COVID-19 vaccine receipt (PDF) for each dose received.

Receipts are available:

- for first and second doses received in Ontario regardless of where you were vaccinated in Ontario (for example, at a mass immunization clinic, hospital, pharmacy, or primary care setting)
- for doses received out of province, for World Health Organization approved vaccines

To log in to the [provincial portal](#) and download vaccine receipt(s), individuals will need the following:

- a green photo health (OHIP) card (numbers from both the front and back)
- date of birth
- postal code

The majority of people who were vaccinated in Ontario were provided a receipt from the Ministry of Health with the individual’s name, date of vaccination and product name (i.e., Pfizer, Moderna, etc.). However, there may be some exceptional instances where an individual cannot easily present a copy of their vaccine receipt. The Ministry of Education encourages licensees to work with individuals on a case by case basis to collect acceptable proof of vaccination.

## Tips for Getting the Most Out of Professional Development

### 1. Sit with someone you don't know.

It is very tempting to sit with your teammates or other friendly faces, but try to sit with someone new. This is a great opportunity to network and make new contacts. This is especially the case for professional development that is outside of your own centre, or even your district. This will enrich your experience and create new relationships. Take opportunities to chat during activities or break time. If it is difficult for you to meet new people, team up with an outgoing friend who can help spur conversation and boost your comfort level. You never know what ideas you will get through conversation and collaboration with new people! (Just remember to let your teammates or close colleagues know that this is your plan ahead of time to avoid any awkwardness or hurt feelings.)

### 2. Identify something you can use in your classroom tomorrow.

Unfortunately, some professional development sessions do not seem relevant. Instead of zoning out and writing the whole thing off, try to pull out some key ideas that you can take away. Take notes and highlight a concept, tool, or any bit of information that could be put to use in your classroom in the next week, or better yet, tomorrow! This does not always have to mean content. If the topic does not apply to you, focus on the presentation tools or teaching style. Perhaps you like their approach to sharing an agenda or the post-it strategy they used for group discussion. There is always something you can take away if you keep an open mind.

### 3. Take time to reflect.

After the professional development session, set aside some time to digest what took place. Review your notes and reflect on how this could apply to your teaching. This is a step that is often missed, but very crucial. During the session you are sitting and absorbing information, but it is less likely to be applied if you don't reflect on what it means to you and synthesize it with your existing knowledge. A good way to reflect is sharing what you learned or what you liked with a peer. This could be someone who attended the session with you or a trusted colleague. What were the takeaways? How will you bring this into your classroom? How will you evaluate its effectiveness?

## ON YOUR CALENDAR - Meetings are offered virtually and/or in person.

Oct 13, 14	First Nation Early Years Mentors, Gijikendaamin, Thunder Bay/Zoom, 9:00 am – 4:00 pm & 9:00 am – 12:00 pm
Oct 13	Strategic Planning Virtual Webinar, (Including C&F Programs) Zoom 1:00 – 2:00 pm
Oct 19	FN Resource Teacher/ECE Network Meeting, Kenora/Zoom 10:00 am to 3:00 pm
Oct 19	Seven Grandfather Teachings Virtual Webinar, Provincial/Zoom 1:00 – 2:00 pm
Nov 2	FN Child Care Policy Review, Zoom 10:00 am – 3:00 pm
Nov 9	FN Child & Family Program Gathering for Coordinators, Kenora/Zoom, 10:00 am – 3:00 pm
Nov 9	Using Zoom to Play Pictionary Virtual Webinar, Provincial Zoom 1:00 – 2:00 pm
Dec 7, 8	FN Early Years Mentors Meeting in Kenora/Zoom, 1:00 to 4:30 pm and 9:00 am to 2:30 pm

If you would like to make a submission to the next issue please contact:

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