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KNOWLEDGE EXCHANGE

If you have missed knowledge exchanges from the Ontario Aboriginal Head start Association please visit their website:

[Resources – Ontario Aboriginal Head Start Association \(oahsa.ca\)](https://www.oahsa.ca/)

REFLECTIONS

COVID-19 Pandemic

A key way to retain what you've learned so you can build on it is to reflect on your learnings and talk them over with your peers, colleagues, directors, and mentors. Hopefully you will find several questions applicable in the list below.

- ⇒ What leadership styles will be needed going forward, in various situations?
- ⇒ How will flexibility play into our "new normal"?
- ⇒ What did we learn about collaboration that we want to take forward?
- ⇒ What did we learn about virtual meetings that we might want to apply to future events?
- ⇒ How can my team and I keep learning, even when we're extremely busy?
- ⇒ What should blend of on-the-job, remote, and in-person learning look like going forward for our staff?
- ⇒ What skills or knowledge might we seek in our next staff member?
- ⇒ What did we learn about compliance monitoring and responding to changing regulations that will be helpful to keep in mind going forward?

Adapted from [CU Insight](#)

Plant a Tree

Plant a tree. This is one of the most important sentences you may ever read. What most people do not know that if we didn't have trees we simply could not inhabit the land. Even if mankind found a way for us to survive without trees, I am sure it would not be free and it would be a very ugly venture. Trees are cut down on a rapid rate more than how they are planted. Most of the trees they cut for lumber takes a very long time to reach that level of maturity. Trees play such a massive role in our eco system. They prevent erosion of the soil, as well as provide a home for a variety of animals. Of critical importance to humans, they also play a major role in producing the oxygen we breathe and cleaning carbon dioxide out of the air.

[How To Take Care of Mother Earth - Hub Pages](#)



Operational Guidance for Child Care During COVID-19 Outbreak – For First Nations Version 6.0 March 2021

Highlights of Changes

(p. 14-16) Additional guidance around screening practices:

Child care staff, providers, placement students, and children with any new or worsening symptoms of COVID-19, as indicated in the COVID-19 School and Child Care Screening Tool, even those with only one symptom, must stay home until:

They receive a negative COVID-19 test result,

They receive an alternative diagnosis by a health care professional, or

It has been 10 days since their symptom onset and they are feeling better.

If any household members are experiencing any new COVID-19 symptoms and/or are waiting for COVID-19 test results after experiencing symptoms, the child, child care centre staff, provider or placement student must not attend child care.

(p. 17-18) Additional guidance around isolation practices:

The Ministry of Health updated guidance to public health units regarding COVID-19 variants of concern, requiring all household contacts of symptomatic individuals to quarantine.

All asymptomatic household contacts of symptomatic individuals are required to quarantine until the symptomatic household member:

receives a negative COVID-19 test result, or

receives an alternative diagnosis by a health care professional.

If the symptomatic individual tests positive, or is not tested and does not receive an alternative diagnosis from a health care professional, the symptomatic individual must isolate (including from household

members) for 10 days from symptom onset, and all household contacts must isolate until 14 days from their last contact with the symptomatic individual.

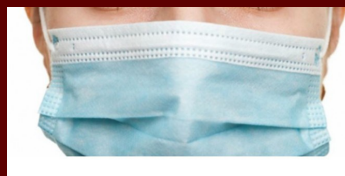
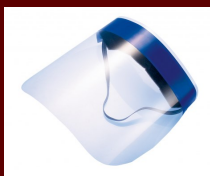
(p. 24-25) Additional guidance regarding space set-up and physical distancing when using gymnasiums to provide opportunities for physical activity for children and youth:

Children and staff should not be engaged in moderate to vigorous physical activity indoors. When moderate to vigorous physical activity takes place outdoors, children and staff should maintain physical distancing. Masks should not be worn for high intensity activity.

Gymnasiums should only be used for moderate activity where physical distancing measures and current masking protocols for children and program staff can be followed.

Efforts should be made to limit the use of shared equipment. Shared equipment should be disinfected regularly, and children and program staff should practice proper hand hygiene before and after participating in physical activity and equipment use.

This guidance document is intended for licensed child care operated on reserve in First Nations communities recognizing the unique jurisdictional, geographic and cultural considerations in these communities. This guidance document is meant to support partners in meeting requirements set out under the Child Care and Early Years Act, 2014 (CCEYA) and the Re-opening Ontario (A Flexible Response to COVID-19) Act, 2020, to provide clarification on operating child care programs with enhanced health and safety guidelines and/or restrictions in place. The guidance provided has been approved by the Office of the Chief Medical Officer of Health and will be amended when these restrictions can be lifted and/or amended to reflect new advice at that time.



Creating spaces...

Space to Play [and Learn]: 10 Tips for Creating Great Play Spaces (childhood101.com)

1. Is welcoming, inspiring and engaging

The space should feel nurturing and familiar at the same time as inviting children to explore and investigate by capturing their attention and provoking their interactions with the space. For more information about making play spaces inviting, visit [Irresistable Ideas for Play Based Learning](#) for simple but effective ideas to use at home or in a group setting.

2. Is rich with good quality children's literature and a range of 'texts' – fiction, non fiction, magazines, catalogues, maps, menus, brochures, photo albums

Encouraging children to see reading (and writing) as *both enjoyable and useful* from a young age can be achieved by [engaging them with a range of texts](#).

3. Includes space for using and easily storing a range of creative materials

Creative materials provide children with the opportunity to express their knowledge, ideas, theories and feelings about the world. Having a system and space for using and storing pencils, paints, crayons, glue, scissors, etc, will make the use and clean up easier and more efficient.

4. Includes elements of nature and natural materials

The natural colours and textures of materials such as stones, seedpods, pinecones, [tree blocks](#), and wool, make a nice change from the bright colours and flashing lights of many modern day toys. They also encourage children to play more creatively as seedpods become 'food' in their home corner play or pinecones a 'family' enjoying a day out.

5. The majority of toys are 'open ended,' allowing for active exploration and many different types of play

Before purchasing a toy consider if it is something which can be used flexibly, in many creative ways. These are the toys which will be worth the hard earned dollars you spend on them as they will offer an infinite number of new play scenarios, and not just now but for many years to come.

6. Feels cozy and comfortable, with a sense of homeliness achieved through including sentimental family items and/or beautiful objects

Plants, photos in frames, thoughtfully displayed artworks, cushions – all create a sense of homeliness. By including objects important to the family, you have an opportunity to help children learn to treasure and respect their belongings and those of others.

7. Includes areas where children can play together or alone

Children need time and space to play both alone and with others. By setting up an activity at a small table with just one chair (or alternatively two or more chairs), you are providing an indication of how that space should be used. Consider a balance of small, independent play and larger, collaborative play spaces when planning your space.

8. Includes space for 'works' in progress

Know when it is NOT so important to pack away and have a plan in place to store important works in progress. [Read more about not packing away here](#).

9. Represents the interests and developmental needs of the people (both small and large) who use it

Children are given so much nowadays and they just don't need it all, especially not all at once. To help keep children engaged with what is there, take away toys that they have outgrown or are not currently showing any interest in. Create special spaces for those toys your child is really interested in at the moment, you can find [an example of how and why here](#).

10. Is clean and organised in such a way the children can easily access what they need and easily assist to maintain the environment

Most of us think more clearly when we work within an organised, uncluttered space. By planning an [easy to access way of organising toys and materials](#), you empower children to make their own choices when playing, at the same time as [making pack away time a whole lot easier](#).

Next edition—photos from our newest centre in our region: Abinoojii Gamig United Native Friendship Centre

The Outdoors...

A few items for the outdoor play space:

- ◇ Mallets
- ◇ Milk crates
- ◇ Planks
- ◇ PVC pipes
- ◇ Blocks of hay
- ◇ Stumps
- ◇ Mud kitchen with no back for all around access
- ◇ Burlap
- ◇ Big O tubes
- ◇ Large cardboard boxes
- ◇ Shovels
- ◇ Pails
- ◇ Cardboard tubes
- ◇ Plungers
- ◇ Funnels
- ◇ Rocks
- ◇ Sticks
- ◇ Tarps and/or blankets

Tip: Dress for the weather - muddy buddies for children, hats, sunshades, boots, sunscreen,

Include availability of drinking water.



Fun with Paint and Water!



Photo: Painting with Water - a Fun, Outdoor Activity for Kids
(happyhooligans.ca)



Photo: [Outdoor Art for Toddlers - I Can Teach My Child!](#)

Building on How Does Learning Happen? Ontario's Pedagogy for the Early Years Oct 2020

How can system leaders and educators ensure that the environment, experiences and pedagogical approaches value children as competent, capable, curious and rich in potential? How can educators be co-learners with children?

When the schedule allows for long periods of uninterrupted play, with fewer transitions, children are calmer and more engaged.

When the environment supports children's growing autonomy and independence, challenging behaviours are reduced and educators can focus more fully on observing, interacting, and extending children's learning and development in meaningful ways. (HLDH, p. 20)

When children initiate experiences, generate ideas, plan, problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn.

When children are fully engaged, they develop dispositions and skills

for lifelong learning that are important for success in school and beyond. (HDLH, p. 35)

Inquiry continues to be a critical vehicle for learning. The COVID-19 outbreak provides opportunities to listen more intently to children and engage in meaningful discussions with them about what they are experiencing in the world around them.

Documentation of these conversations with children could stimulate inquiry on a number of areas of interest such as:

- acts of kindness within our classrooms, schools and communities
- the study of germs and how they spread
- being aware of feelings and how to both cope with and celebrate them
- expressing friendship in new ways
- understanding protective materials and why they work

- nature's response to the outbreak.

Educators engage with the children in inquiries that enable the children to explore their questions and wonderings as co-learners with the educators. The educators offer provocations that build on the children's thinking or invite the children to engage in new ways of learning.

(The Kindergarten Program, p. 22)

"Although our spaces are minimalized and somewhat 'bare' the spaces are still set up with provocations for the children. We space them out for social distancing and set it up so that there is more of the same activity. The importance of observations for provocation is even more purposeful as there is not a lot in the environments, so the things in the spaces are very purposeful."

(Registered Early Childhood Educator, Thunder Bay)



42(2) Subject to section 44, every licensee shall ensure that each child one year old or older who receives child care at a child care centre it operates and or at a premises where it oversees the provision of home child care is given food and beverages in accordance with the following rules:

Where a child receives child care for six hours or more, the licensee or provider shall ensure that the total food offered to the child includes, in addition to any meals provided, two snacks.

Drinking water must be available at all times.

All meals, snacks and beverages must meet the recommendations set out in the Health Canada documents “Eating Well with Canada’s Food Guide”, “Eating Well with Canada’s Food Guide – First Nations, Inuit and Métis” or “Nutrition for Healthy Term Infants”, as amended from time to time, as the case may be.

- ◇ Yogurt, Granola & Berries
- ◇ Waffles & Bananas
- ◇ Whole Wheat Bagels with cream cheese and orange slices
- ◇ Whole Wheat Pita Apple Butter & Cucumbers
- ◇ Cinnamon Whole Wheat Toast & Apple Slices
- ◇ Cereal & Milk & Bananas
- ◇ Carrots & Cucumbers /Breadsticks
- ◇ Wow Butter with Whole Wheat crackers/ Fruit

Ingredients

- 2 tsp (10 mL) canola oil
- 1 lb 4 oz (575 g) cubed moose,
- 2 small onions, cut into large chunks
- 3 celery stalks, chopped
- 5 carrots, peeled and chopped
- 4 cup (1 L) no salt added beef broth
- 5 medium yellow fleshed potatoes, peeled and diced
- 3 cups (750 mL) mixed vegetables, frozen
- 1/2 tsp (2 mL) parsley, dried
- 1/2 tsp (2 mL) thyme, dried
- 4 bay leaves, dried
- 1 tsp (5 mL) pepper

Directions

1. In a large shallow saucepan or Dutch oven, heat oil over medium heat. Brown the moose meat and put aside.
2. Add the onions to the saucepan and cook for 2 to 3 minutes. Add the celery and carrots. Cook about 7-8 minutes, stirring frequently.
3. Add the moose meat and stir. Add in broth, potatoes, frozen vegetables, parsley, thyme, bay leaves and pepper and stir. Cover, lower heat and simmer for 2 hours.
4. Remove whole bay leaves before serving.

Preparation Time: 10 mins Cook Time: 2 Hours 30 mins

Serves: 6 main or 12 child size servings

Recipe Provided By: Health Canada

DIETITIAN TIP Emily Bell, MSc, RD Dietitian with Health Canada's Office of Nutrition Policy and Promotion

A great one to warm you up on a cold winter day! Complete the field to table experience with this easy to make hearty stew. If you are having trouble finding moose meat, try a lean cut of beef such as round or loin. Serve with a baked whole grain tortilla, bannock or flatbread for a little crunch.

[illegible]

Certification in Standard First Aid Training, including Infant and Child CPR (p.8 Operational Guidance)

- o Staff that are included in ratios and all home child care providers are required to have valid certification in first aid training including infant and child CPR, unless exempted under the CCEYA or the certification has been extended by the [Workplace Safety and Insurance Board](#) (WSIB).
- o The WSIB has indicated that all certifications that expire after March 1, 2020 are automatically temporarily extended.
- o Licensees are encouraged to monitor the WSIB website for any updates on First Aid/CPR certificate extensions for any staff, home child care providers or in-home service providers whose certification would have expired after March 1, 2020.

Important update on COVID-19 (WSIB)

To help adhere to ongoing restrictions related to COVID-19, and following the advice of public health officials, we encourage providers to continue delivering blended training where possible. We are also extending recertification and certification until **December 31, 2021**.

Ontario Regulation 137/15

Every licensee shall ensure that there is a first-aid kit and first-aid manual that is readily available for first-aid treatment in each child care centre it operates and in each premises where it oversees the provision of home child care.

When determining where to locate first aid kits, licensees should consider the lay out of the child care centre and ease of access to first aid supplies for program staff. It is recommended that each room, as well as the outdoor play space, have frequently used first aid supplies that can be accessed quickly and effectively should an accident occur.

The Workplace Safety and Insurance Board has different requirements for the content of first aid kits based on the size of the workplace.

Licensees should check the [Workplace Safety and Insurance Board](#) website for information on the minimum first aid kit requirements for their workplace, in accordance with Regulation 1101 under the Workplace Safety and Insurance Act, 1997. When determining the amount of first aid supplies required, it is important that licensees take into account the number of children in care, as well as the number of employees.

March 2021 Rules - First aid training

All child care supervisors and employees counted as part of the staff-to-child ratio must have a valid standard first aid certification, including infant and child cardiopulmonary resuscitation (CPR).

At least one first aid certified employee must always be onsite and close enough to the children that they would be able to respond to an emergency. Other employees have three months to get or renew their certification.

If any accident or incident occurs that could affect the health, safety or well-being of your child, the child care centre must:

- notify you (parent or guardian)
- complete an incident or accident report and give you (parent/guardian) a copy of it

Virtual Conferences

Since the beginning of the pandemic conferences are virtual therefore accessible and affordable all across Canada for early childhood educators. Sessions are either live or pre-recorded. They are held during week days, evenings or weekends.

Webinars

A variety of webinars are offered every week through multiple organizations. Following registration; for most you have the option of viewing a recorded session at your convenience.

Community of Practice

Virtual communities of practices for early years professionals are available and advertised on social media sites like Facebook.

Book Clubs

Join a virtual book club for early years professionals!

Experiencing Cultural & Language

Since the pandemic many organizations are offering online language classes and cultural teachings.

**ON YOUR CALENDAR...**

Programs will be notified in advance when a virtual meeting is scheduled.



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

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