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Waking up Ojibwe

www.wakingupojibwe.ca

The goal of the Anishinaabemodaa initiative is to bring Anishinaabemowin back into the homes of the Anishinaabe people. One way of achieving this goal is to build Anishinaabemowin knowledge and fluency among children ages 0-6. Visit their website.

HAPPY NEW YEAR 2021

New beginnings, new ideas, new energy, and your continued perseverance!

Family Literacy Day Jan 27, 2021 Theme: Travel the World Together!

Use your imagination to go exploring and travel the world together as a family – you never know what you'll learn! Plan your dream trip, learn about another culture and open your mind to the world.

What is Family Literacy?

Family literacy focusses on parents, grandparents and other family members to improve the reading and writing skills of the whole family.

By reading to children and engaging in fun literacy activities regularly, adults actively keep their own skills sharp and also help children improve their skills.

Family literacy activities strengthen the relationship between family members which, in turn, encourages lifelong learning.



Indigenous Professional Learning Opportunities

Knowledge Exchange Gatherings

Indigenous Orality in the Early Years

The Indigenous Professional Learning team is extending an invitation to early years professionals to attend our upcoming Knowledge Exchange Gathering.

Wednesday, January 20th, 2021 from 2:00 - 3:30 pm EDT (1:00 - 2:30 pm CST)

For more information please visit www.oahsa.ca or contact us at IPLmanager@oahsa.ca

Highlights of Changes:

Removed reference to licensing fees and renewals during the emergency period (see section: **Licensing Processes and Renewals**)

Addition to the Staffing section to emphasize that interactions with multiple groups should be avoided as much as possible and provide an update on expectations to apply for a Vulnerable Sector Check (VSC) if one cannot be obtained in a reasonable amount of time (see section: **Staffing**)

Updated guidance to add requirements on the use of personal protective equipment to COVID-19 policies, as well as information on record keeping and communication plans (see section: **Health and Safety Protocols**)

Revised guidance around cleaning spaces and equipment to align with practices in schools including: reviewing cleaning practices to identify where changes are required, keeping a cleaning log, as well as keeping an inventory to determine items to be stored (see section: **Cleaning Child Care Centres / Homes**)

Clarifications to the description of masking and eye protection requirements to distinguish between the requirements for staff/providers, parents or other adults, children in grade 4 and above, and younger children (grade 3 and under). Additional guidance on how to properly wear masks and eye protection is also provided (see section: **Guidance on the Use of Masks, Personal Protective Equipment (PPE), and Hand Hygiene**)

Revised guidance around screening practices to clarify that screening prior to arrival at the child care setting is preferred, to encourage the use of the provincial screening tool, and to remove the requirement to maintain records of daily screening

(see section: Screening for Symptoms)

Revised guidance on protocols for when someone in the program is symptomatic, including testing and reporting advice, and how to treat the siblings of someone who is symptomatic, to more closely align with guidance in schools and to clarify that a medical note is not required to return to a child care program after an individual has become ill (see new section: **Monitoring and Responding to Reports of COVID-19 Symptoms in a Child Care Setting**)

Revised guidance on reporting serious occurrences to specify that licensees are no longer required to report a serious occurrence for suspected cases (see subsection: **Reporting and Serious Occurrence Reporting**)

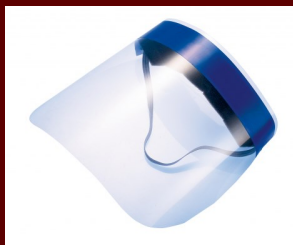
Revised definition of an outbreak in a child care setting to two or more laboratory-confirmed COVID-19 cases in children, staff/provider or other visitors with an epidemiological link, where at least one case could have been infected in the child care setting (see subsection: **Outbreak management**)

Additional guidance on the use of alcohol-based hand rub to specify that hand rub should be 60-90% alcohol based, should be available at entrances and exits, and should not be within reach of children (see section: **Drop-off and Pick-up Procedures**)

Revised guidance to remove the requirement to clean and disinfect outdoor play structures between each group and focus on proper hand hygiene (removed from section: **Outdoor Play**)

Revised guidance on the inclusion of SNR staff in child care settings to clarify that licensees have discretion to determine which SNR staff are essential to physically provide service in the child care setting (see section: **Provision of Special Needs Resources (SNR) Services**)

(Ask your Supervisor for a copy of the guidance)



Creating spaces...

Use a "clothesline" method of hanging children's art creations.



The wall decorations lend more than a colorful view. The materials displayed provide learning opportunities for preschoolers. Print in all areas of the classroom encourages language development. Large signs labeling the learning centers help organize the space and encourage print awareness. Smaller labels for all of the items in the classroom offer more opportunities for interacting with letters. The goal of environmental print in the classroom is to make it meaningful, to give it purpose, instead of simply overloading the room with letters. Displaying work supports their emotional development, as they feel a sense of pride and accomplishment in the work on display.

Paint the room with soft, natural colors to promote a relaxing atmosphere. Use natural lighting, full-spectrum lights and lamps, avoiding fluorescent lights. Decorate the room attractively, and reduce clutter.



Individual Sensory Bins - choose the size, fillers and tools. Label with child's name.

Children can also use their hands with or without tools!

When you feel like it's time to switch out

the contents, pour the old fillers into plastic baggies. You can then send home the old fillers.

A lot of scooping, pouring, manipulating materials, and imaginative play!

Reclaim space, improve flow, and increase usable floor area by moving or removing furniture. If you're worried about not having enough storage space because of getting rid of shelving units, try incorporating medium-sized wipeable baskets and bins. These sized bins are easy to move so teachers have the flexibility to space children out around the classroom.



Love this photo!

The Outdoors...

Getting back to nature and incorporating elements of our natural world is an emerging topic in early childhood education. Outdoor play is an essential component of children's lives. The adults who surround them have a huge influence on how children connect to nature and express their desire to engage in active outdoor play.



Bring the outdoors in!



- ◇ Build a snowman but not the typical generic snowman. Build a snowman upside down so it's standing on it's head, build one lying on it's side or build an animal, insect or person instead of a snowman. Get creative!
- ◇ Create a treasure hunt. This takes some planning. Make a treasure (box filled with goodies) and then bury it in the snow or hide it somewhere outside. Give children clues as to where the treasure is located. If you want to go all out you can draw a map to the treasure.
- ◇ Build a snow hill for tobogganing.
- ◇ Make a duct tape sled! Here's what you'll need:

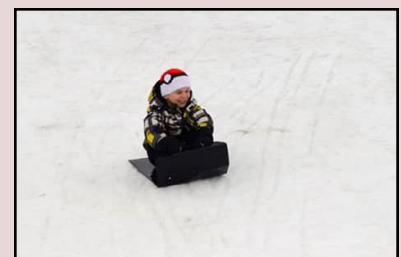
- a large piece of cardboard
- duct tape — how much you needs depends on the size of the cardboard you are using
- Scissors

First, cut a handle into your piece of cardboard. Next, start covering both sides of the cardboard in duct tape, ensuring that you wrap the edges of the cardboard in tape as well. Make sure each strip of tape overlaps the previous strip to make sure the cardboard is well protected from the snow it will soon be racing down.

We used almost four full rolls of duct tape from the dollar store to cover the entire surface of the cardboard.

Peeling, pulling, flattening and cutting the duct tape is a great way for kids to work on their fine motor skills. However, depending on the age of your child, you may need to help them with the tape so that it doesn't stick to itself!

Another great thing about duct tape is that it comes in a variety of colors and patterns! Kids can make a sled in the color of their choosing.



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

How can educators engage in responsive relationships with children and support their emotional well-being and sense of belonging while also following protocols for physical distancing and toy and equipment usage?

Young children experience their world as an environment of relationships, which affect virtually all aspects of their development. Fostering good relationships with children and their families is the single most important priority for educators in early years programs. Families develop trust, confidence, and a sense of belonging in programs that value the centrality of the family to the health and well-being of children. In high-quality programs, the aim is to strive to establish and maintain reciprocal relationships among educators and families, and to view families as important contributors with unique knowledge, experiences, and strengths. Children's sense of belonging and feelings of security are also strengthened when they have opportunities to make and explore connections between home

and the early childhood program. (HDLH, pp. 24-25)

Positive, responsive relationships between educators and children are critical for emotional well-being for all children. With the new operational guidance protocols in place related to physical distancing and other public health measures, some educators may be concerned about spending all their time ensuring health and safety measures are being met, rather than connecting through meaningful interactions. Finding creative ways to welcome children and families at arrival time supports well-being and a sense of belonging and can have a big impact on their day.

As we work together to ensure everyone's health and well-being is addressed, there is also an opportunity to connect and support families and children on a social-emotional level as well. Having a brief chat with each family can help educators to learn more about the unique characteristics and experiences of each child and family – children's latest interests and

discoveries, what brings them joy, their relationships with others and the environment around them. This type of check-in can help put children and families at ease and fosters a sense of belonging in the program. In addition, educators can work to integrate what they have learned about each child and family into experiences for the child.

(p.5/6 Building on HDLH)

"While practicing physical distancing can be impossible to maintain at all times, we have each outlined our process, collaborated together to come up with what we will promise each other for each other's safety. Our processes and procedures change frequently. We are constantly evaluating for effectiveness. It sure has been great hearing children in the building. Seeing children's smiling faces makes all the difference."

ECE Manager, Education; Chippewas of Rama First Nation



Signs should be posted at entrances to the child care setting to remind staff, parents/caregivers, and visitors of screening requirements.

In the event that an individual is not screened prior to arriving at the child care setting, active (in-person) screening should be available when necessary.

- o If an individual is screened at the child care setting, screeners should take appropriate precautions when screening and escorting children to the program, including maintaining a distance of at least 2 metres from those being screened, or being separated by a physical barrier (such as a plexiglass barrier).

- o A process should be in place to ensure those waiting in line are physically distanced from one another.

- o Alcohol-based hand rub containing 60% to 90% alcohol content should be placed at all screening stations and entrances and exits. In communities where alcohol is not permitted, safe and effective alternatives should be discussed with Health Canada and/or the local public health unit. Dispensers should not be in locations that can be accessed by children.

In the Kitchen...

Taquitos

INGREDIENTS

1 tbsp vegetable oil,
plus more oil, for
brushing on taquitos
1 medium onion, finely chopped
1 garlic clove, minced
1 lb lean ground beef
1 cup salsa, plus more salsa, for dipping
2 tsp chili powder
1/2 tsp salt & pepper each
10 (6 inch) flour tortillas
1 cup cheddar or monterey jack cheese,
shredded

Sour cream

DIRECTIONS

Heat the oven to 400°. Heat oil in a large skillet over medium heat. Add onion and garlic and cook for 3 minutes, stirring often. Add beef and use a wooden spoon to break it up while it cooks, until it is no longer red, about 3 minutes.

Stir in 1/2 cup of the salsa, chili powder, and salt/pepper. Cook mixture over low heat, stirring occasionally, for 10 minutes.

Place tortillas on a plate and cover with damp paper towels. Microwave until warm and pliable, about 45 seconds. Top each tortilla with 2 tbsp of beef mixture, spreading it to an inch from edges. Sprinkle cheese evenly over the beef. Roll up tortillas and place on a foil-lined baking sheet with seam sides down.

Brush taquitos lightly with vegetable oil, then bake them until the filling is heated through and the tortillas are lightly browned, about 8 to 12 minutes. Serve warm with sour cream and/or salsa.



Homemade Corn Muffins with Honey Butter

Ingredients

1/4 cup butter, softened
1/4 cup cream cheese
1/2 cup sugar
2 large eggs
1-1/2 cups milk
1-1/2 cups all-purpose
flour
1-1/2 cups yellow corn-
meal
4 tsp baking powder

HONEY BUTTER:

1/4 cup butter, softened
2 tbsp honey



Directions

1. In a large bowl, cream the butter, cream cheese and sugar until light and fluffy. Add eggs, one at a time, beating well after each addition. Stir in the milk. Combine the flour, cornmeal, baking powder and salt; add to creamed mixture just until moistened.
2. Coat muffin cups with cooking spray; fill three-fourths full with batter. Bake at 400° for 18-22 minutes or until a toothpick inserted in the center comes out clean.
3. Cool for 5 minutes before removing from pans to wire racks. Beat butter and honey until blended; serve with warm muffins.

Red Lentil And Mushroom Soup

Ingredients

2 tsp extra virgin olive oil
1 pkg (8 oz) mushrooms, chopped
1 onion, chopped
1 carrot, chopped
1/4 cup chopped fresh parsley
1 tbsp dried oregano leaves
2 tsp dried thyme leaves
1 cup red lentils, rinsed
3 cups sodium reduced vegetable
broth
2 cups water
1/2 tsp grated lemon rind
2 tbsp fresh lemon juice
1/3 cup crumbled light feta cheese
(optional)

Directions

In a large pot, heat oil over medium-high heat and cook mushrooms, onion and carrot for about 5 minutes or until liquid evaporates from the mushrooms. Stir in parsley, oregano, thyme and cook for 1 minute.

Add lentils and stir to combine.

Add broth and water; bring to the boil. Reduce heat, cover partially and cook stirring occasionally, for about 20 minutes or until lentils are soft and falling apart.

Stir in lemon rind and juice. Ladle into bowls and sprinkle with feta cheese, if using.



Reporting and Serious Occurrence Reporting

Child care licensees have a duty to report suspected or confirmed cases of COVID-19 to the medical officer of health under the Health Protection and Promotion Act.

- **Previously**, licensees were also required to report all suspected cases of COVID-19 to the ministry.
- **Currently**, only where a child, parent, staff, student, home child care provider, home child care visitor or a person who is ordinarily a resident /regularly present at a home child care premises has a confirmed case of COVID-19 (i.e., a positive case of COVID-19 test result), licensees must:
 - o report this as a serious occurrence to the ministry.
 - o report to public health unit and provide any materials (e.g., daily attendance records) to public health officials to support case management and contact tracing and other activities in accordance with all applicable legislation, including the Municipal Freedom of Information and Protection of Privacy Act.
- Public health officials will determine any additional steps required, including but not limited to how to monitor for other possible infected staff/providers and children and the declaration of an outbreak and closure of rooms and/or entire child care settings.
 - ◊ If a closure is ordered by public health unit and the licensee has already submitted a serious occurrence for a confirmed case, the existing serious occurrence must be updated to reflect the closure.
- Should additional individuals at the child care program develop a confirmed case, licensees must either:
 - o Revise the open serious occurrence report to include the additional cases; or,
 - o Submit a new serious occurrence report if the first has been closed already.
- While licensees are no longer required to report a serious occurrence for suspected cases; if public health unit determines that a full or partial closure is required (i.e., program room, home premises or entire child care centre must remain closed for a period of time), a serious occurrence report must be submitted under the “Unplanned Disruption of Service” category.

Licensing Processes and Renewals

- Licenses are required to be amended, if necessary, to ensure director approvals and conditions on the license align with new restrictions.
- To support the operational needs of licensees, the ministry will prioritize and expedite the review of requests to revise and amend licenses.
- Licensees are required to meet all the requirements set out in the CCEYA and its regulations and to obtain all necessary approvals to support license revision requests.
- Licensees must follow all current ministry policies and guidelines.

Inspections

Ministry staff will conduct in-person monitoring and licensing inspections of child care centres, home child care agencies, home child care premises and in-home services where necessary.

Ministry staff will: conduct a pre-screen prior to entering the premises, as well as follow any screening protocols set out by the licensee (see screening section below); wear personal protective equipment (PPE); and, follow any other protocols requested by the licensee or home child care or in-home service provider.

Ministry staff will use technology (e.g., telephone, video conferencing) to complete virtual monitoring and licensing inspections where appropriate.

Self Care 101

Self-care is an important part of wellness. Take time and discover what helps you to feel good and recharge.

EAT We all need to refuel. But sometimes when we're stressed, our habits can change – maybe we eat junk food, or don't feel like eating at all. It is important to focus on eating foods that will provide you with the nutrients you need. * Tip: Have a healthy snack nearby so you can refuel and avoid getting "hangry."

HYDRATE Try to increase your water intake and decrease your caffeine intake. Caffeine has been shown to create a stress reaction in your body and might cause you to feel nervous, irritable or restless. * Tip: Drink a glass of water or milk before bed (but not too much!) rather than a caffeinated drink. This should also help you sleep.

SLEEP Getting a healthy number of hours each night helps you to better deal with the stresses of everyday life. * Tip: While you're at home, try to set up a sleep routine that you can stick to. Plan to go to bed and wake up at the same time every day. For some other helpful ideas check out: 'Up all night? Get a better sleep with these tips'

MOVE Being physically active has many positive effects on your health. It increases your energy, enhances your immune system, reduces insomnia, stimulates brain growth and has been shown to decrease feelings of sadness. * Tip: This doesn't need to take much time. You can get these benefits of being physically active from just a 30-minute walk. Stuck inside? Check out YouTube for brief yoga routines, at-home workouts or track your steps, and challenge a friend!

ENJOY Take time to discover things you enjoy. Do things that make you feel good as often as you can. It may not be what others find fun, and that's okay! We're all different. * Tip: Maybe there's a book you want to read, a show or movie you've been meaning to watch, a skill you've been interested in, or something new!

CONNECT Strong social connections are one of the most powerful influences on our mood and mental health. Spending time with friends and family help to increase your levels of happiness. * Tip: Getting involved in something bigger than yourself or doing nice things for others can give you a mental health boost. If you can't see the people you care about every day, send them a text or make a phone call; it will make their day and yours!

PAUSE Make sure to take time for yourself during the day, to listen to music, take a few deep breaths, meditate, write in a gratitude journal. * Tip: There are lots of different apps and sites out there for breathing exercises or check out: 'How to calm down when you're stressed'

Self-care is like saving up for a rainy day! It's about nurturing yourself so that when difficult situations happen, you will have the energy and strategies to help you get through it! It can feel hard to practice all of the self-care tips that we know are important, pick a few to focus on, congratulate yourself on what you're able to accomplish and continue to set goals for yourself.

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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