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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 \(oahsa.ca\)](#)

SAVE THE DATE: AUGUST 31 & SEPTEMBER 2

Annual How Does Learn Happen? Gathering (Thunder Bay Region)

The **First Nation Early Years Mentors Gijikendaamin** invites you to attend our annual summer gathering focusing on How Does Learning Happen? Ontario's Pedagogy for the Early Years. Once again, we are offering a virtual event to ensure everyone's safety!

Over the two days we will explore topics relevant to toddler and preschool educators along with a session on outdoor play spaces. This year we are introducing a cultural activity - Beading! To take place in the evening so everyone has the opportunity to register for this creative session!

STAY TUNED...information to follow!

Indigenous Professional Learning Opportunities Project

We are pleased to announce the launch of our brand new website!

FIRST NATION EARLY LEARNING COLLABORATION WEBSITE

After months of preparation to prepare for this exciting day, the Indigenous Professional Learning Opportunities project is delighted to invite you to explore the collaboration website. The new URL is www.fnel.ca.

The website is to provide a platform for educators to learn from one another, share strategies, access online training, and resources that support one another's work in their respective First Nation Early Learning Programs.

This Site allows for user-friendly navigation, is password free and provides quick access to online training and resources. You will find everything you are looking for in a few easy clicks.

We thank members of the Provincial Supervisor's Network – Learning Circle who contributed to the development of this website by providing ideas and content. We will continue to expand the content to bring you updated and relevant information so we encourage you to bookmark this page.

We are very excited about this great new resource for Early Learning Programs and look forward to collaborating with you!

Wanda Gordon, RECE

Indigenous Professional Learning Opportunities Coordinator

FIREFLY

Operational Guidance for Child Care During COVID-19 Outbreak – For First Nations Version 7.0 June 2021

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 [Reopening Ontario \(A Flexible Response to COVID19\) 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.

Highlights of Changes

(p.12-13) **Guidance on the use of masks:** If the child, the child care staff, home child care provider, home child care visitor or placement student received a COVID-19 vaccination in the last 48 hours and has mild headache, fatigue, muscle aches and/or joint pain that only began after immunization, and no other symptoms, they are to wear a properly fitted mask for their entire time in the child care setting. Their mask may only be removed to consume food or drink and the individual must remain at least two metres away from others when their mask has been removed.

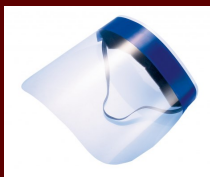
(p.14-15) **Screening for Symptoms:** If the child, child care staff, provider, placement student or visitor received a COVID-19 vaccination in the last 48 hours and is experiencing mild headache, fatigue, muscle aches, and/or joint pain that only began after vac-

ination, and no other symptoms as indicated in the updated [COVID-19 School and Child Care Screening Tool](#), they may continue to attend the child care program if they are feeling well enough to do so.

- ◇ If the mild headache, fatigue, muscle aches, and/or joint pain symptoms worsen, continue past 48 hours, or if the individual develops other symptoms, they should leave the child care setting, or if in a home setting, the home care provider should no longer offer care, self-isolate and seek COVID-19 testing.
- ◇ The child, child care centre staff, provider or placement student must not attend child care if household members are experiencing any new COVID-19 symptoms (this direction does not pertain to those who received a COVID-19 vaccination in the last 48 hours and are experiencing mild headache, fatigue, muscle aches, and/or joint pain that only began after vaccination, and no other symptoms) and/or are waiting for COVID-19 test results after experiencing symptoms.

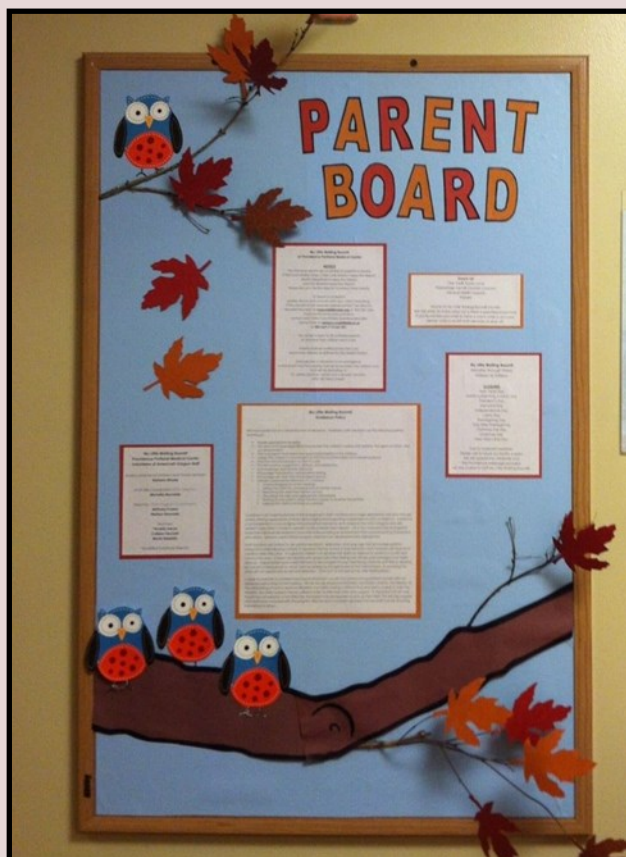
(p.18) **Monitoring COVID-19 Symptoms:** If a household member received a COVID-19 vaccination in the last 48 hours and is experiencing mild headache, fatigue, muscle aches, and/or joint pain that only began after vaccination, and no other symptoms as indicated in the updated [COVID-19 School and Child Care Screening Tool](#), they are not required to self-isolate (stay home). If the symptoms worsen, continue past 48 hours, or if the individual develops other symptoms, they should immediately self-isolate and seek COVID-19 testing.

To download the document visit the [First Nation Early Learning Collaboration Website](#)



Creating spaces...

September is often a time to change or revise information boards for the upcoming year. Parents and children enjoy seeing photos of themselves on display. Staff introduction boards with photos also attract attention!



The Outdoors...

SUN SAFETY

Keep babies under one year out of direct sunlight to prevent skin damage and dehydration. Never let them play or sleep in the sun.

Keep babies in the shade, under a tree, an umbrella, or a canopy.

Remember, sunscreen will protect against the sun's harmful UV rays, but will not protect children from the heat.

Give lots of cool liquids. Water or breast milk are best.

Do not put sunscreen on a baby less than 6 months old without asking your health care provider first.

Tips for Children

The sun's UVB rays are strongest between 11 a.m. and 3 p.m. and it is also usually the hottest time of day. Unless the child is protected, keep them out of the sun during these hours.

In strong sunlight, have children wear a rimmed, breathable sun hat and sunglasses, and cover their skin with clothes or sunscreen.

Get your children used to wearing sunscreen lotion early on. Pay close attention to the areas that are most exposed, like their face, lips, ears, neck, shoulders, back, knees, and the tops of their feet.

Never let young children stay in the sun for long periods, even when wearing sunscreen.

[Sun safety tips for parents - Cada.ca](http://Cada.ca)

Ways to Bring Shade to Your Outdoor Space

Outdoor areas don't have to be all about soaking in the sun. Sometimes it's nice to relax in a shady spot, shielded from the harsh rays. There are many ways to bring shade to an outdoor space. You can build a new free-standing structure or enhance an existing ...

The heat and brightness from the sun can be a burden after a while, and children will want to go back indoors for relief. By shading your playground, children will be able to play longer, allowing them to have more fun while staying active. Shade structures typically keep spaces 20 degrees cooler for children to play in; this includes the surfaces that children play on!

A sail shade is among the easiest DIY sun-blockers you can make. All it takes is a triangular-cut piece of fabric with eyelets punched in the corners. Use strong twine or rope to attach the shade to poles, the side of the building, or nearby trees.

A classic pergola over a sandbox or picnic tables keeps things shady without completely blocking the sun. The thin wood slates let the rays poke through so you feel the warmth of the sun without it beating down on you.

Seek out an extra large patio umbrella. A normal size umbrella is fine, but a bigger one will keep you covered no matter what direction the sun is facing. Ensure it is anchored properly for maximum safety.



Shade trees...poplar, maple or aspen trees offer a lot of shade!



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

Safety (page 14)

Many decisions about environments for learning are based on concern about safety and ease of disinfecting, rather than concern about the need to provide a stimulating environment that promotes exploration and inquiry.

Educators who have engaged in critical reflection about how their view of children was evidenced in their rules, found that there were contradictions to be addressed (Wien, 2004).

After articulating a view of children as competent, these educators realized they had so many rules to govern children's behaviour that a significant number of their interactions each day were devoted to policing.

The justification for most of

those rules related to concern about the children's safety, fearing that without these rules, children would suffer injuries.

The educators were delighted to discover that reducing rules actually resulted in fewer accidents. The children started to assess the hazards that could arise in their activities and take steps to ensure their own safety.

This freed up the educators to spend more time engaged in dialogue and documentation of the children's activity. These knowledgeable, responsive early childhood educators created a better environment, consistent with the Early Learning Framework's view of their role.

If our environments are designed to eliminate all risk by

not allowing access to breakable items or physical challenges, how can children learn to exercise self control and become aware of their own actions?

Children can be supported to develop relationships with materials that call upon them to be mindful and respectful, when they are given the opportunity to learn to be responsible for their own safety, and to care for their environment (Gambetti, 2002).

It is worth the significant investment of thought and time required to introduce these materials and organize them in ways that provide visibility and access, invite investigation and respect, and contribute to the aesthetic beauty of the setting.

*Written by Karyn Callaghan
Charles Sturt University*

[Think, feel, act: lessons from research about young children | Ontario.ca](https://www.ontario.ca/early-learning)

Learn how a child's environment and early experiences shape their early childhood development. This information helps educators working in early years settings with their continuous professional learning.

Explore this webpage; includes videos for the following:

- ⇒ Positive relationships and brain development
- ⇒ Pedagogical leadership
- ⇒ Pedagogical documentation
- ⇒ Inclusion
- ⇒ Parent engagement
- ⇒ Learning environments
- ⇒ Self-regulation

Use these resources for staff meetings, and/or communities of practice!

In the Kitchen...

LOW SODIUM TOMATO SAUCE

- 1/2 c. chopped onion
- 1/4 c. chopped celery
- 1 clove garlic, minced
- 2 tbsp. oil
- 2 lb. ripe tomatoes, cut up, peeled
- 1/2 tsp. sugar
- 1 1/2 tsp. oregano
- 1/2 tsp. basil

In a large pan cook onion, celery and garlic in oil until vegetables are tender. Stir in tomatoes, sugar and 1/4 teaspoon pepper. Bring to a boil, reduce heat. Boil gently uncovered for about 40 minutes. Stir occasionally. Put through sieve. Makes 1 1/2 cups.

Homemade Ice Cream

You can make ice cream without an ice cream maker.



No, you don't need any fancy appliances to make homemade ice cream. All you need is a large glass pan (your favorite 13x9 will do) and a hand mixer. After chilling your ice cream base, pour it into an ice-cold pan and freeze for 30 minutes. Then use the hand mixer to beat the mix until smooth. Repeat this process over and over until you've reached the right consistency. We've got a step-by-step guide to [making ice cream](#) without an ice cream maker for all the details.

[How to Make Homemade Ice Cream Without an Ice Cream Maker \(tasteofhome.com\)](#)

Broccoli and Apple Salad

Ingredients

- 3 cups small fresh broccoli florets
- 3 medium apples, chopped
- 1/2 cup chopped mixed dried fruit
- 1 tablespoon chopped red onion
- 1/2 cup reduced-fat plain yogurt
- 4 bacon strips, cooked and crumbled

Directions

1. In a large bowl, combine broccoli, apples, dried fruit and onion. Add yogurt; toss to coat. Sprinkle with bacon. Refrigerate until serving.



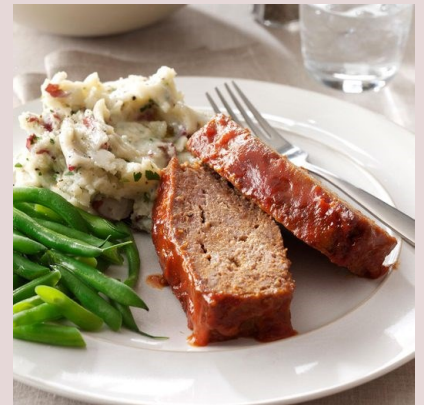
Sweet & Sour Meatloaf

Ingredients

- 1 cup dry bread crumbs
- 1 teaspoon salt
- 1/4 teaspoon pepper
- 2 large eggs, lightly beaten
- 1-1/2 pounds ground beef
- 1 teaspoon dried minced onion
- 1 can (15 ounces) low sodium tomato sauce, divided
- 1/4 cup sugar
- 1 tablespoon brown sugar
- 2 tablespoons cider vinegar
- 2 teaspoons prepared mustard

Directions

1. In a large bowl, combine the bread crumbs, salt, pepper and eggs; crumble beef over top and mix well. Add onion and half of the tomato sauce. Press into a 9x5-in. loaf pan.
2. Bake at 350° for 50 minutes. In a saucepan, combine the sugars, vinegar, mustard and remaining tomato sauce; bring to a boil. Pour over meat loaf; bake until no pink remains and a thermometer reads 160°, about 10 minutes longer.



Instructions and Tips for Creating Compliant Policies and Procedures: Playground Safety Policy (O. Reg. 137/15, ss. 24(5))

Mandatory Information

Licensees of child care centres that are not located in publicly-funded schools are required to develop a playground safety policy that reflects the Canadian Standards Association standard, and that indicates the roles and responsibilities of employees regarding safety on playgrounds, to demonstrate compliance with requirements under the Child Care and Early Years Act, 2014 and O. Reg. 137/15.

Other Considerations

The following are some tips and other considerations for developing your playground safety policy. These are not mandatory, but they will support the development of more comprehensive and high-quality policies and procedures:

General

- Provide definitions for ambiguous terms used throughout your document.
- Include a space to put the date that the policy was last developed and/or updated.
- Break down your procedures into a step-by-step process that is easy to understand and follow and that includes clear roles and responsibilities.
- Link this policy to other policies and procedures that have been established and implemented (e.g. serious occurrence policy, program statement implementation policy).
- Be clear about the intent of your policy and what you are trying to achieve through its implementation.
- Describe how your [policy and/or procedure or process] links to the four foundations of the How Does Learning Happen framework.

Consultation and Resources

Consult resources about all the best practices that could support your program in ensuring playground safety before and while using outdoor play spaces (e.g. the Child Care Centre Licensing Manual, the Canadian Standards Association standard CAN/CSA-Z614-14, “Children’s playspaces and equipment”, the Health Canada document [Is Your Child Safe? Play Time](#), the [Canadian Certified Playground Inspectors directory](#), etc.)

Please visit [Instructions and Tips for Creating Compliant Policies and Procedures: Playground Safety Policy \(O. Reg. 137/15, ss. 24\(5\)\) \(gov.on.ca\)](#) for the full document.



5 Tips for Attending Virtual Conferences

BE THERE – Keep in mind you are physically attending a conference, even if it's virtual instead of in-person. Block your calendar for the sessions you plan to attend as if you were on-site. This will let your colleagues know that you are unavailable during specific times during the conference.

BE PRESENT – Give your undivided attention. Put your phone down, don't browse the internet on your other screen, and take a break from your inbox while in a session. Environments have changed and sometimes there are unexpected disruptions, like a kid or pet welcoming themselves into the room. It's understandable if you can't be as present as if you would be on-site. But remember, you are attending the conference to network and learn. Make the most of your time and the virtual experience as best you can.

BE INVOLVED – Attend the sessions. Don't let other tasks infringe on that time, and don't skip them because it's easier to do so when you aren't physically there. Ask questions where possible during the sessions. Email, message, or call colleagues from the sessions to connect and discuss the content.

BE PREPARED – Invest a little time beforehand and do some research. Put in the work ahead of time to know who will be attending and the topics that will be presented. You'll know who you want to network with from the get-go, and you'll be prepared to ask informed questions during the sessions.

BE PROACTIVE – The conference doesn't end on the last day! Conversations, networking, and information exchange continue beyond the final day of the event. You'll want to follow up with fellow attendees, presenters, and social media engagement related to the event. Assertive interactions are the way to build long-lasting connections and relationships until you meet again in-person!

For more info visit: [5 Tips for Attending Virtual Conferences | Casepoint](#)

ON YOUR CALENDAR...

Join us online for the
2021 All Nations Child Care Gathering (formerly known as NECE)
July 12 – 16, 2021 'RAISING OUR SPIRITS'

The annual conference is going virtual this year!

Your hosts the Provincial Supervisor's Network – Learning Circle invites you to join our Gathering to learn and share about mental health wellbeing in the workplace from a non-traditional and traditional perspective.

Registration is now **live** on the First Nation Early Learning Collaboration Website. www.fnel.ca

Registration Fee: \$50 per person



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

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