

## Professional Learning Opportunities

### The County of Lambton's Commitment to Educators, Children and Families

The County of Lambton recognizes the importance of our continuous professional learning for our own growth and also the benefit this has for the children and families we work with. This is demonstrated through their continued funding allowing the Parent & Professional Resource Centre (PPRC) to offer professional learning opportunities to all Registered Early Childhood Educators, ECE students, home child care providers, parents, teachers and other community partners working with children and youth.

Our goal is to offer learning experiences that are in line with current practices and meet the needs of all educators and families within our community. Our plans are reflective of the changes in the Early Childhood profession and build from the College of Early Childhood Educators (CECE) *Code of Ethics and Standards of Practice* and the government of Ontario documents, *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the *Kindergarten Program*. Page two of this Professional Learning guide highlights information pertaining to the documents mentioned above and are meant to guide you in developing your professional learning plan.

"When educators engage in continuous learning and questioning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families, and themselves." – How Does Learning Happen?

#### Reflection Challenge from How Does Learning Happen? Ontario's Pedagogy for the Early Years

##### Belonging: Cultivating Authentic Relationships and Connections

**Goal for children:** Every child has a sense of belonging when he or she is connected to others and contributes to their world. (HDLH, p.24)

**Program expectation:** Early Childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them. (HDLH, p.24)

**Reflection Question—If you make one change today to strengthen relationships in your program, what will it be? If you were to make one tomorrow, what would it be?** (HDLH, p.28)

Watch for our new logo to be officially unveiled in the Fall



Registration process and Eventbrite link can be found on page 11

### Registration Process

All registrations will be processed through **Eventbrite**. Please see [page 11](#) for registration information and the link for registration.

**NEW**—Evening events will start at **6:30 pm**.

#### Inside this issue

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#### Special points of interest

- *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, pg. 2
- CECE's **NEW** *Code of Ethics and Standards of Practice*, pg. 2
- *Trauma informed Care*, pg. 9
- *ECE Appreciation Event*, pg. 10

#### Parent & Professional Resource Centre

Lambton College, North Building

##### Hours of Operation

Tuesdays 12:00-8:00

Wednesdays 11:00-6:00

Thursdays 12:00-8:00

The 1st & 3rd Saturday of each month, 9:00-1:00  
(Closed the Saturday of a statutory holiday)

Phone: 519-542-7751 ext. 3280

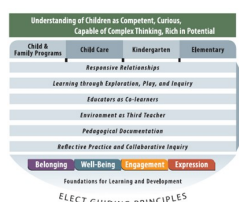
Email: [pprc@lambtoncollege.ca](mailto:pprc@lambtoncollege.ca)



## How Does Learning Happen? Ontario's Pedagogy for the Early Years

*How Does Learning Happen?* (HDLH) sets out a shared understanding of children, families and educators. Reflecting on these views about children, families and educators in the context of the early years environment is a starting point for developing programs and practices to support learning.

(Excerpts are referenced in our descriptions.)



FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
<b>Belonging</b>	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
<b>Well-Being</b>	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children's healthy development and support their growing sense of self.
<b>Engagement</b>	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
<b>Expression</b>	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

Pages 32 – 34, in *How Does Learning Happen?*, offers in-depth suggestions on how early childhood programs and educators can foster the four foundations into their daily work with children.



*RECEs build positive relationships with colleagues by demonstrating respect, trust and integrity. They support, mentor and collaborate with colleagues, including students aspiring to the profession. (Code of Ethics and Standards of Practice, July 2017)*

**Code of Ethics** - Registered early childhood educators (RECEs) are dedicated to upholding the Code of Ethics. The Code reflects the profession's core set of beliefs and values of care, respect, trust and integrity. These beliefs and values are fundamental to RECEs and guide their practice and conduct.

### **A. Responsibilities to Children**

RECEs make the well-being, learning and care of all children their foremost responsibility. They value the rights of children and create learning environments where all children can experience a sense of belonging and inclusion.

### **B. Responsibilities to Families**

RECEs build and maintain responsive and collaborative relationships with families. These relationships are based on mutual trust, openness and respect for confidentiality.

### **C. Responsibilities to Colleagues and to the Profession**

RECEs build positive relationships with colleagues by demonstrating respect, trust and integrity. They support, mentor and collaborate with colleagues, including students aspiring to the profession.

### **D. Responsibilities to the Community and to the Public**

RECEs communicate the value and importance of early childhood education in their communities and to the broader public. They advocate for the well-being of children and families.

### **Standards of Practice, July 2017, has a NEW Format—Each Standard has three sections:**

- A. Principle—an important summary of each standard and offers key highlights of the knowledge and practice sections from each standard.
- B. Knowledge—identifies the knowledge related to each standard that RECEs must have in order to practice the profession.
- C. Practice—the skills, actions and behaviours related to each standard that RECEs must demonstrate in order to practice the profession.

### **Code of Ethics and Standards of Practice**

All of our events make reference to one area of the Code of Ethics and to one or more standards, including the principle, knowledge and practice sections, as we see it.

**We encourage you to refer to your copy of the Code of Ethics and Standards of Practice for a more in-depth look at this document.**

# Sarnia-Lambton Professional Learning Guide

Fall 2019

## The Critical Importance of Big Body Play Indoors and Out

**Presenter: Lorrie Baird**

This full-day session will deepen our understanding of the critical importance of big body play both indoors and out. Together we will explore the principles of active body play and discover ways to support building risk competence with children.

We will move beyond what we know about developing the five senses and learn more about the proprioceptive and vestibular systems in connection with brain development. Together we will consider our role in supporting sensory motor development in our environments.

Lambton College North Building  
Saturday, September 14, 2019  
9:00 am—3:00 pm

**HDLH Foundation Focus**

*Belonging*      *Well-Being*  
*Expression*      *Engagement*

**Suited for: All RECEs/ECE Students,  
Teachers, Supervisors/Directors**

### Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)

**Code of Ethics**—A. Responsibilities to Children, B. Responsibilities to Families, C. Responsibilities to Colleagues and to the Profession pg. 7

**Standards of Practice**—Standard I: Caring and Responsive Relationships, Standard II: Curriculum and Pedagogy, Standard III: Safety, Health and Well-Being in the Learning Environment

**Standard I, Principle**—Registered early childhood educators (RECEs) understand that strong, positive relationships contribute to healthy child development and are necessary for children's well-being and learning. Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs. **B 1, 2, 3, 4. C 1, 2, 3, 4, 5, 6, 7.**

**Standard II, Principle**—RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experience for children. **B 1, 2, 4. C 1, 2, 3, 4, 6, 7, 8.**

**Standard III, Principle**—RECEs intentionally create and maintain environments that support children's play and learning as well as contribute to a sense of belonging and overall well-being. They ensure that the environment is safe and accessible for all children and families. They also ensure that the environment reflects the values and diversity of the community. **B 1, 2, 3. C 1, 2, 3, 7, 8.**

*Sourced from the Code of Ethics and Standards of Practice, College of Early Childhood Educators*

## ASQ: SE-2—Social Emotional Development

**Facilitator: Lynn Cook**

Social-emotional skills help us manage emotions, build healthy relationships, and show empathy and understanding. Every child is unique, especially when it comes to social-emotional development. The ASQ-SE-2 provides educators with an additional resource to determine if a child would benefit from additional community services. The ASQ-SE is a follow up tool to the ASQ-3. Join Lynn Cook as she provides an overview of the ASQ-SE. Each agency will receive a kit.

Lambton College North Building  
Wednesday, September 18, 2019  
6:30—8:00 pm

**HDLH Foundation Focus**

*Belonging*      *Well-Being*  
*Expression*      *Engagement*

**Suited for: All RECEs**

### Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)

**Code of Ethics**—A. Responsibilities to Children, B. Responsibilities to Families, D. Responsibilities to the Community and to the Public, pg. 7

**Standard of Practice**—Standard I: Caring and Responsive Relationships, Standard II: Curriculum and Pedagogy

**Standard I, Principle**—Registered early childhood educators (RECEs) understand that Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs. **B 1, 2, 4. C 1, 2, 4, 5.**

**Standard II, Principle**—RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experience for children. **B 1, 2, 3, 4. C 1, 2, 3, 4, 6, 7, 8, 9.**

*Sourced from the Code of Ethics and Standards of Practice, College of Early Childhood Educators*

How Does Learning Happen?, asks educators to be attuned to what children know, what they wonder about, and their working theories about the world around them. (HDLH, 2014)

## **Book Study—Pedagogical Documentation in Early Childhood, Sharing Children’s Learning and Teachers’ Thinking** **Facilitator: Kim Jackson**

In *How Does Learning Happen?*, Ontario’s Pedagogy for the Early Years, it states that “Pedagogical documentation is about more than recording events—it is a means to learning about how children think and learn. It offers a process to explore all of our questions about children.” (pg.21)

If you are interested in exploring the what, the why, and the how of pedagogical documentation, join Kim Jackson to explore Susan Stacey’s book, *Pedagogical Documentation in Early Childhood—Sharing Children’s Learning and Teachers’ Thinking*. This book study will be four sessions, listed in box on the right. **Books will be available for pick up a week before the first session.**

Lambton College North Building  
Wednesdays, Sept.—Dec., 2019

Four sessions:

**September 25, October 30,  
November 20 and December 11  
6:30—8:30 pm**

**HDLH Foundation Focus**

<i>Belonging</i>	<i>Well-Being</i>
<i>Expression</i>	<i>Engagement</i>

**Suited for: All RECEs**

## ***Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)***

**Code of Ethics**—A. Responsibilities to Children, B. Responsibilities to Families, C. Responsibilities to Colleagues and to the Profession, D. Responsibilities to the Community and to the Public, pg. 7

**Standard of Practice**—Standard II: Curriculum and Pedagogy, Standard VI: Confidentiality, Release of Information and Duty to Report  
**Standard II, Principle**—RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experience for children., **B 1, 2, 3. C 1, 2, 3.**

**Standard VI, Principle**—RECEs respect the confidentiality of information related to children and families and obey all laws pertaining to privacy and the sharing of information. RECEs disclose such information only when required or allowed by law to do so or when the necessary consent has been obtained for the disclosure of the information. They understand that as a result of their professional knowledge and role, they are in a unique position to recognize possible signs of child abuse, neglect and family violence, and have a particular duty to report their suspicions. **B 1, 2, 3. C 1, 2, 3.**

## **Lambton College ECE Program/Field Placement Changes—Information Session**

**Facilitators: Dana Petko and Diane McCahill**

The ECE Program is undergoing some changes and would like to share them with you! As partners in our learning team, we invite all Field Supervisors to learn about our changes and give us some feedback. Starting with the introduction of the new Progress Record last year, we are now beginning the process of a new Field Placement model. We’ll discuss what this looks like for our 2019 intake of first year students, who will be initiating the process this year. They will be starting a few weeks after the second year students, so they’ll be better prepared are raring to go when they start with you! We will review the placement requirements and Progress Record changes. From feedback we received in the Fall 2018 term, we were able to make changes to the Winter 2019 Progress Records, and we continue to value your input as we consider this to be a work in progress. If you mentored students last year, or you are available to mentor a student this year, we would love to meet with you this night!

Lambton College North Building  
Wednesday, October 2, 2019

**6:30—8:30 pm**

**HDLH Foundation Focus**

<i>Belonging</i>	<i>Well-Being</i>
<i>Expression</i>	<i>Engagement</i>

**Suited for: All RECEs, FDK Teachers**

## ***Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)***

**Code of Ethics**—C. Responsibilities to Colleagues and to the Profession, pg. 7

**Standard of Practice**— Standard II: Curriculum and Pedagogy, Standard IV: Professionalism and Leadership

**Standard II, Principle**—RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experience for children., **B 1, 2, 3. C 1, 2, 6, 7, 8, 9.**

**Standard IV, Principle**—RECEs demonstrate professionalism in their relationships with children, families, colleagues, and the communities in which they practice. They are reflective and intentional professionals who engage in continuous professional learning. RECEs collaborate with others to ensure high quality early childhood education. All registered early childhood educators, regardless of position or title, are leaders. **B 3. C 1, 2, 3, 4, 6, 7.**

## Intercultural Capacity Development (The Blanket Exercise)

**Facilitator: Christy Bressette and Elder (TBD)**

The intercultural capacity development exercise, also known as the 'Blanket Exercise', is an interactive learning experience that provides participants with difficult and sensitive information about the history of Indigenous peoples, including the history and legacy of Indian Residential Schools, the 60s Scoop, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Treaties and Indigenous rights, the Indian Act, Indigenous law, and Indigenous-Crown relations. The exercise covers over 500 years of history in one participatory workshop.

The exercise will be followed by a debriefing session, led by the facilitator and Elders, where participants will have the opportunity to discuss the experience as a group within a sharing circle.

**Please be advised that the content of the information shared will be disturbing and an Elder and professional health care provider will be available on-site to support, if needed.**

Participants should come dressed comfortably and be prepared to remove footwear (e.g., shoes) while standing on the blankets.

**Lambton College North Building  
Monday, October 7, 2019**

**6:30—9:00 pm**

**HDLH Foundation Focus**

<i>Belonging</i>	<i>Well-Being</i>
<i>Expression</i>	<i>Engagement</i>

**Suited for: All RECEs, Teachers, ECE Students**

### **Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)**

**Code of Ethics**—A. Responsibilities to Children, B. Responsibilities to Families, D. Responsibilities to the Community and to the Public, pg. 7

**Standard of Practice**—Standard I: Caring and Responsive Relationships, Standard IV: Professionalism and Leadership

**Standard I, Principle**—Registered early childhood educators (RECEs) understand that Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs. **B 1, 2, 3, 4. C 1, 3, 5, 6, 7.**

**Standard IV, Principle**—RECEs demonstrate professionalism in their relationships with children, families, colleagues, and the communities in which they practice. They are reflective and intentional professionals who engage in continuous professional learning. RECEs collaborate with others to ensure high quality early childhood education. All registered early childhood educators, regardless of position or title, are leaders. **B 1, 2, 3, 4, 5, 6, 7. C 1, 2, 3, 6, 7, 9.**

**Sourced from the Code of Ethics and Standards of Practice, College of Early Childhood Educators**

## Creating a Culture of Collaboration and Curiosity

**Facilitator: Sheryl Third**

Working with co-workers is often an overlooked conversation; this session will challenge you to develop practices that build capacity and confidence while creating a collaborative, reflective environment. Participants will look at the tenets and dispositions required to build a reflective and inquiry based classroom regardless of the age and stage of the children in their group.

**Lambton College North Building  
Thursday, October 17, 2019**

**6:30—8:30 pm**

**HDLH Foundation Focus**

<i>Belonging</i>	<i>Well-Being</i>
<i>Expression</i>	<i>Engagement</i>

**Suited for: All RECEs, ECE Students**

### **Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)**

**Code of Ethics**—C. Responsibilities to Colleagues and to the Profession, D. Responsibilities to the Community and to the Public, pg. 7

**Standard of Practice**—Standard I: Caring and Responsive Relationships, Standard IV: Professionalism and Leadership

**Standard I, Principle**—Registered early childhood educators (RECEs) understand that Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs. **B 1, 4. C 6, 7.**

**Standard IV, Principle**—RECEs demonstrate professionalism in their relationships with children, families, colleagues, and the communities in which they practice. They are reflective and intentional professionals who engage in continuous professional learning. RECEs collaborate with others to ensure high quality early childhood education. All registered early childhood educators, regardless of position or title, are leaders. **B 1, 3. C 1, 2, 3, 4.**

**Sourced from the Code of Ethics and Standards of Practice, College of Early Childhood Educators**



## Never Too Soon for Literacy: Paving the Way to Literacy Success e-Seminar

**Facilitator: Kim Rizzetto**

Literacy has long been aimed at older children, but recent studies have shown that it's the early literacy skills gained before age 5 that truly set the path to sustained achievement in later years. As a professional working with these young children, you are invested in their long-term success at school and at life and one of the ways to give children a strong foundation for the future is by teaching them emergent literacy skills through book-reading. Establishing a child's reading skills when he is still developing his language abilities is a challenge, one made easier by the realization that literacy starts the same way as language – through communication and interaction. The *Never Too Soon for Literacy: Paving the Way to Literacy Success* e-Seminar addresses the importance of emergent literacy and provides evidence-based strategies that build both language and literacy in children that are typically developing, have mild language delays or are at-risk of language delays.

**This e-Seminar is 3 sessions. Attending all 3 sessions is essential for full benefit.**

Lambton College North Building  
Tuesday, November 12, 19, 26, 2019  
6:30—8:30 pm

**HDLH Foundation Focus**

*Belonging*      *Well-Being*  
*Expression*      *Engagement*

**Suited for: All RECEs, Teachers**  
**Limited to 15 spaces**

## **Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)**

**Code of Ethics**—A. Responsibilities to Children, D. Responsibilities to the Community and to the Public, pg. 7

**Standard of Practice**—Standard I: Caring and Responsive Relationships, Standard II: Curriculum and Pedagogy

**Standard I, Principle**—Registered early childhood educators (RECEs) understand that Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs. **B 1, 2, 4. C 1, 2, 4, 5, 6, 7.**

**Standard II, Principle**—RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experience for children. **B 1, 2, 3, 4. C 1, 2, 3, 4, 5, 6, 7, 8, 9.**

***Sourced from the Code of Ethics and Standards of Practice, College of Early Childhood Educators***

## **Learning Naturally—Video Study**

**Facilitator: Jessica Cuyler**

Join Jessica for another evening of discussion and tea as we continue to discover strategies and possible barriers we may face to support children's "risky" play and their sense of peace and harmony in outdoor spaces. We will be watching *Enhancing Peace and Harmony* and *Encouraging Risk and Adventure Play* by Learning Naturally. This will be followed by conversation with our peers as we reflect on the video's messages, and our own perspectives on these topics.

*"Opportunities to experience nature enhance children's sense of wonder and joy in the world around them, whether programs are located in large urban centres with small patches of green space, gardens and trees or in the vast fields and forests. A growing body of research suggests that connecting to the natural world contributes to children's mental, physical, emotional, and spiritual health and well-being." Louv, 2008. (HDLH pg. 21)*

Lambton College North Building  
Wednesday, November 13, 2019  
6:30—8:00 pm

**HDLH Foundation Focus**

*Belonging*      *Well-Being*  
*Expression*      *Engagement*

**Suited for: All RECEs, ECE Students**

## **Relation to CECE Code of Ethics and Standards of Practice (Excerpts only, please reference full document)**

**Code of Ethics**—A. Responsibilities to Children, D. Responsibilities to the Community and to the Public, pg. 7

**Standard of Practice**—Standard I: Caring and Responsive Relationships, Standard II: Curriculum and Pedagogy

**Standard I, Principle**—Registered early childhood educators (RECEs) understand that Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs. **B 1, 2, 4. C 1, 2, 4, 5.**

**Standard II, Principle**—RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experience for children. **B 1, 2, 3, 4. C 1, 2, 3, 4, 6, 7, 8, 9.**

***Sourced from the Code of Ethics and Standards of Practice, College of Early Childhood Educators***



## Ska:na Family Learning Centre Indigenous Learning Opportunity

The Nwiiikiwensag EarlyON—Ska:na Family Learning Centre is excited to offer an Indigenous learning opportunity for EarlyON and Early Childhood Professionals.

### 7 Grandfather Teachings

This workshop is to learn about the 7 Grandfather Teachings and how it relates to the Indigenous lifestyle. We will explore What are the teachings, Which animals represents what teaching and how it relates to the holistic life.

**Saturday, November 16, 2019**

**10:00 am—1:00 pm**

295 Essex St., Sarnia, Ontario

Ska:na Family Learning Centre  
(Little Friends)

To register call: 519-339-0945, ext. 227 or email, Brittany Pyne, [brittany@skanaflc.com](mailto:brittany@skanaflc.com).

Please register before November 11, 2019. Space is limited to 40 participants.



## Did you know...

### You can access conference –quality webinars FREE?

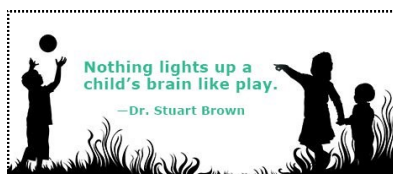
Early Childhood Investigations is an ongoing series of conference-quality free webinars for early childhood educators. The series is produced by **Fran S. Simon, M.Ed.**

These engaging webinars are presented by many of the thought-leaders and experts in the field of early care and education. The webinars explore critical topics that offer new ideas and insights to early childhood professionals, especially administrators.

Early Childhood Investigations offers live and prerecorded webinars on a variety of topics.

To learn more about their offerings, please visit their website.

<https://www.earlychildhoodwebinars.com/>



## Lambton Supervisors Support Network

## Goodbye Summer! Hello Fall! Meet and Greet

## Fall Planning Meeting

Let's take some time to reflect on our past accomplishments and our needs as a group.

Thursday, September 26, 2019

**10:00 am—12:00 pm**

## Community Partners Report

Updates and speakers from EDU, Lambton Public Health, County of Lambton, Pathways, PPRC.

Thursday, October 24, 2019

**10:00 am —12:00 pm**

## November Meeting

Professional Learning Opportunity TBD at September meeting

Thursday, November 28, 2019

**Time: TBD**

## December Meeting

This will be our end of the year lunch meeting. Lisa McShea will send out further details.

**Location, date and time TBD**

## Please Note

**All meetings will be held at Pathways Health Centre for Children, the last Thursday of the month. For further information contact Lisa McShea at 519-328-7256.**



## Food Safety Certification—SafeCheck® Advanced (Food Handlers)

The Parent & Professional Resource Centre (PPRC), will sponsor up to 20 people, from Licensed Child Care Centres, to attend a SafeCheck Online Course.

**SafeCheck® Advanced Canadian Food Safety Online** is an effective way to gain Food Safety (Food Handler) Certification without the restriction of attending an in-class seminar. Ideal for anyone with a busy schedule. This course is equivalent to ServSafe, TrainCan Advance.fst, and FoodSafe 1 & 2 Food Handlers Certification. Further information can be found at <https://canadianfoodsafety.com/>

If you are interested in this training, please have your Supervisor contact Kim Jackson for further information and to be registered. Each participants email address will be required for registration.





## Trauma-Informed Care in the Early Years Mino Bimaadziwin – The Good Life

*Anishinaabe Mino-bimaadziwin is the Standard we are to live our life.*

Creator has given us the gifts we need to live the Good Life. The education of our people must be designed to teach all to thrive in today's world with the attitudes, skills, knowledge and intention to be to be Anishinaabe, rooted in relationship to the total environment.

Indigenous Teachings have much to share on healing through trauma. The Heartbeat of Mother Earth, the ceremonies, the songs and stories, all combine to contribute to a healthy healing process.

The Lambton Child and Family Network is pleased to present  
Dr. Tami DeCoteau and Dr. Leolani Ah Quin speaking on

### Trauma-Informed Care in the Early Years

#### Dr. Tami DeCoteau

Dr. Tami DeCoteau is a descendant of the Turtle Mountain Band of Chippewa and a member of the Mandan, Hidatsa, Arikara Nation. Graduating in 2003 with a degree in Clinical Psychology and specializing in the cognitive-behavioural treatment of anxiety disorders, she is a Trust-Based Relational Intervention practitioner and trained in DMDR, somatic processing, TF-CBT working with a diverse patient population suffering from complex trauma, neurodevelopmental disorders, grief, anxiety, depression.

She has received the Indian Health Service 2009 Health Professional of the Year Award for her work with Veterans and the American Psychological Foundation. In 2018, she was appointed to serve the Commission on Native Children.

#### Dr. Leolani Ah Quin

Dr. Leolani Ah Quin is Kanaka Maoli (Native Hawaiian) reared and educated in Hawaii. An independent licensed Master of Social Work and Doctor of Behavioural Health with a broad background of seventeen years' experience, in educations, social work, individual and group clinical intervention, program development and fully integrated behavioural health care with a focus on clinical work in Native American communities for children and families.

In 2017 she was accepted to the Clinical Scholars Leadership Program with the Robert Wood Johnson Foundation. She is a member of the Advisory Board for the Cummings Graduate Institute – Doctor of Behavioural Health Program.



We ask you to  
**Save The Date**  
and hope you will  
join us:

Thursday, September 26, 2019

1:00 – 3:30 pm

Quality Inn  
751 Christina Street  
Sarnia/Pt Edward, Ontario

*Light refreshments will be served*

Please use the [Eventbrite link](#)  
below to register for this event.

<https://www.eventbrite.ca/e/trauma-informed-care-in-the-early-years-tickets-66465844129>

Free Registration  
Registration opens Tuesday,  
September 3, 2019

**For more information  
contact:**

Sophia Peltier

[sophia@skanafic.com](mailto:sophia@skanafic.com)

519-970-8998

## **SAVE THE DATE**

### **Child Care Worker and Early Childhood Educator Appreciation Night**

**Thursday, October 24, 2019**

**6:30–8:30 pm**

**We are excited to announce that Mary Gordon, Founder, President and the inspiration behind Roots of Empathy and Seeds of Empathy will be our guest speaker for our annual Child Care Worker and Early Childhood Educator Appreciation Night.**

**Please mark the date on your calendar.**

**Additional information will be sent out in the near future.**



## THE PROFESSIONAL LEARNING GUIDE LAYOUT

### REGISTRATION PROCESS

The PPRC uses **Eventbrite** as their registration tool. For check-in purposes we are asking that each participant registers with their **own** email. This will allow the system to send reminders and other notifications directly to the participant.

**Complete information is required for each participant. We are no longer accepting group registrations.**

**Ready to Register?** Follow the link below to see all events being offered. You can click on the link below (electronic copy) or type this link into your browser.

<https://www.Eventbrite.ca/o/parent-amp-professional-resource-centre-pprc-14414425582>

Simply choose the event or events you wish to register for and click the **register** button on the right hand side of the page. If you have any questions regarding this new process please contact Kim Jackson at 519-542-7751, Ext. 3280.

**CANCELLATION**—*You will receive a confirmation 48 hours in advance.*

***Please provide us with appropriate notice of cancellation or ask a work colleague to take your place. This will help in conserving resources.***

### REGISTRATION AND EVENT TIME INFORMATION

- ◆ We are asking that each participant complete their **own** registration form on Eventbrite. Please include an email address that you check regularly. A reminder will be sent 48 hours in advance, the cancellation link and other important information will be sent to the email you register with. ***The registration form will only accept single registrations.***
- ◆ Based on participant feedback we have changed the start time of each evening event to **6:30**. Our events will now run **6:30—8:30 pm**. If Facilitators require more time, we will end no later than **9:00 pm**.
- ◆ To ensure that everyone has an opportunity to participate in our planned events we ask that you register for events that you can commit to. If your ability to attend changes please follow the cancellation procedure listed on page 9.
- ◆ A calendar has been added at the end of the Professional Learning Guide to assist in recording your learning plans.

#### Event Listing Format:

- ◆ Information box on the right. You will find the date, time, reference to HDLH and the audience it is most suited for, but not limited to.
- ◆ **Code of Ethics and Standards of Practice reference**. This section is located below the event description. You will see a reference to the specific code, from the Code of Ethics that the event most reflects, the Principle for the Standard (s) most relevant for the event, and then a reference to the Knowledge and Practice section of the Code of Ethics and Standards of Practice document.
- ◆ **Example, (Code of Ethics reference) A. Responsibilities to Children,**
- ◆ **Standard 1, Caring and Responsive Relationships, A. Principle (written in full) B, 1 (represents Knowledge), C 2 (represents Practice)**

**IMPORTANT**— We understand that the Code of Ethics are imbedded throughout the Standards of Practice, but for this publication we have chosen one or more of the Code of Ethics to further provoke your investigation. The information provided is for reference only. We encourage you to review your copy of the Code of Ethics and Standards of Practice to develop your professional learning goals/plan. (CPL)

## **NEW—Health and Safety Policies**

### **Smoke-Free Campus**

Effective May 1, 2019, smoking and vaping is prohibited at Lambton College. This prohibition applies to all College property and in personal vehicles on College property. Failure to abide by this policy will result in progressive actions by the College. Please refer to Policy 4000-5-5 "Smoke-Free Campus" for more details.

### **Use of Scented Products on Campus**

The College is asking for your voluntary cooperation in moving toward a scent free environment. Students, staff and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives. If scented products are used, we ask that you use them sparingly. While not a ban on

## **Parent & Professional Resource Centre (PPRC)**

### **Community Feed Back Survey June/July 2019**

Thank you to everyone who took part in our recent survey. The information gathered will be shared at our September advisory meeting and will assist us with our planning for 2020.

**The winners of our Tim Hortons gift cards are:**

Abigail Alcantara

Melissa Hosfeld

Sue Hollingsworth

Jackie Raspburg

Nina Winslow

**Congratulations to our winners!**

**Please pick up your card from Kim or Caitlin in the PPRC**

"THE MOST VALUABLE  
RESOURCE THAT ALL  
TEACHERS HAVE IS  
EACH OTHER. WITHOUT  
COLLABORATION OUR  
GROWTH IS LIMITED TO  
OUR OWN  
PERSPECTIVES."

ROBERT JOHN MEEHAN

*Rockmyclassroom.com*

This calendar page has been added to assist in your Professional Learning planning. Highlight or circle your choices.

Full descriptions with times and dates are on pages 3-7.

## Professional Learning Opportunities September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14 Big Body Play
15	16	17	18 ASQ:SE2	19	20	21
22	23	24	25 Book Study	26	27	28
29	30					

## Professional Learning Opportunities October 2019

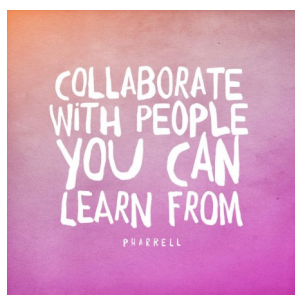
S	M	T	W	T	F	S
		1	2 ECE Program Info Session	3	4	5
6	7 Blanket Exercise	8	9	10	11	12
13	14	15	16	17 Sheryl Third	18	19
20	21	22	23	24 Mary Gordon	25	26
27	28	29	30 Book Study	31		

## Professional Learning Opportunities November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13 Learning Naturally	14	15	16 Skana Teachings
17	18	19	20 Book Study	21	22	23
24	25	26	27	28	29	30

## Professional Learning Opportunities December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11 Book Study	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



### REMINDER

Most evening events start at 6:30 pm  
and end at 8:30 pm, unless  
otherwise posted in the description.



Check us out on Facebook and Pinterest for PPRC  
updates and new ideas to enhance your work with children.

