

Beacon Learning Centre Staff Training and Development Policy

This policy will be reviewed by all employees before commencing their employment, anytime the policy is modified and annually thereafter. Students and volunteers must review this policy and all other required policies, including our Program Statement, before interacting with children, anytime the policies are modified and annually thereafter.

Before interacting with children you will be given a tour of the facility (indoor and outdoor), introduced to the staff and teachers. In order to maintain a high standard of quality care and education for children as well as a healthy and positive work environment for the BLC staff we expect our teachers, supply teachers, students and volunteers to comply with our Code of Conduct policy.

Every employee at the BLC must have a valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board.

The BLC cook, or her replacement, is required to have a valid Food Handler's Certification. The floater must also have a valid Food Handler's Certification and Workplace Hazardous Materials Information System (WHMIS) training.

As an employee of the BLC you will need to become familiar with our online communication tool, MailChimp. Teachers are in charge of sending out weekly group observations and two individual observations of a child per year that demonstrates the learning that is taking place. This pedagogical documentation supports our goals and approaches outlined in our Program Statement.

The Director uses MailChimp as a communication method to inform parents about daily occurrences (such as meals), fundraising and social events, news from the Board, highlights from each program etc.

Monthly staff meetings and program meetings are mandatory for all staff. These meetings are intended for collaborative inquiry, to discuss pedagogy and programming, to review the growth and development of the children, and to discuss the daily operations of the centre (health, safety, sleep, nurture etc.).

Staff will review both *How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014* (HDLH) and *Early Learning for Every Child Today* (ELECT) documents regularly as they are interconnecting tools for programming, pedagogical growth and enhancing educator's understanding of children's development throughout the year.

Each month the director, or designate, will choose a video clip, article or chapter that will encourage reflective practice and act as a springboard for discussions about pedagogy. We will use resources, such as the Early Years Portal, to acquire new information and continue to improve skills, knowledge and approaches.

The Beacon Learning Centre values its educators as competent, capable and rich in experience and recognizes that when opportunities are provided to grow professionally, our centre will benefit as a whole. As such, BLC is committed to informing employees of professional learning opportunities throughout the year and may contribute financially, upon the Boards approval.

The College of Early Childhood Educators framework for Continuous Professional Learning (CPL) is another resource available to RECEs. The CPL program is designed to help RECEs reflect on, plan for and document their professional learning in a meaningful way. CPL will become mandatory for registered early childhood educators in September 2016 as prescribed in Ontario Regulation 359/15: Continuous Professional Learning.

Staff may pursue other professional development by participating in Communities of Practice, attending conferences, joining the discussions on the Basecamp online forum, "Changes in Early Learning" and other experiences.

Staff may engage in reflective practice by keeping a journal that explores improvements, changes or further inquiry about their role as an educator.

As an educator at the BLC I understand that in order to provide high quality care and programming it is important to engage in:

- ✓ Pedagogical documentation and reflective practice
- ✓ Professional development/Continuous Professional Learning
- ✓ Ongoing dialogue about pedagogy
- ✓ Positive relationships and build connections with children, families, colleagues, other programs and the community