



**Skilled  
Trades**  
Ontario

**Métiers  
spécialisés**  
Ontario

Apprenticeship  
Training Standard

Schedule of Training

**Aboriginal Child  
Development  
Practitioner**

620B

2009

# Apprenticeship Training Standard

The Apprenticeship Training Standard or herein after referred to as “Logbook” is a document issued to Apprentices who sign a Registered Training Agreement in the Province of Ontario as an official record of training. It is to be used by the Apprentice and Sponsor/trainer to guide the process of skills development in a particular trade.

## Training As An Apprentice

- ✓ Ensure you, your sponsor, and your witness sign a Training Agreement with the Ministry of Labour, Immigration, Training and Skills Development. Once it is registered, you will receive a copy of the registered Training Agreement for your records.
- ✓ Notify the local Service Delivery Office **immediately** if any changes to contact information or training agreement, especially if you change sponsors.
- ✓ Review the Logbook regularly with your trainer and sponsor to discuss your progress, ask questions, seek feedback and have the trainer **sign-off on competencies**
- ✓ Keep an accurate record of the hours you work.
- ✓ Attend classroom training when it is offered.
- ✓ Apply for the financial incentives for which you are eligible.



## Completing Your Logbook

- ✓ **Complete the Sponsor Record Form** – A form must be completed for each Sponsor/Trainer used during your apprenticeship.
- ✓ **Confirm Skill Sign-off is Complete**
  - **You and your trainer** sign-off each required skill to confirm that you have demonstrated competency in that skill.
  - Shaded boxes in your Logbook mean the skills are optional and do not have to be confirmed by your trainer or sponsor. However, you are encouraged to complete them as part of your training.
- ✓ **Confirm Skill Set Sign-off is Complete**
  - After you and your trainer have signed-off all the required skills in a skill set, your sponsor signs the signature box on the form in **Appendix C – “Skill Set Completion for Sponsors”** to confirm your completion of all competencies within each skill set.

This document is the property of the apprentice named inside and represents the official record of your training. For information about completing your apprenticeship, see inside of back cover.



Apprentice Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Trade: \_\_\_\_\_

**Training Agreement # (for Compulsory and Non-Compulsory trades):**

**STO Account No. (for Compulsory trades only):**

**This document is the property of the Apprentice named herein and represents the official record of their training.**

**If you have questions about the use of this Logbook or about your Apprenticeship program, contact your local Service Delivery Office (see Appendix D in this book) or the Employment Ontario hotline at: 1-800-387-5656.**

# Apprenticeship Pathway to a Certificate of Qualification

Phase 1: Registration

**Submit Application for Apprenticeship Training through the on-line portal or to local Service Delivery Office**

For on-line portal, please follow instructions for registration. You will need to create a *My Ontario* account to access online services.

**Training agreement signed and registered by both apprentice and sponsor**

**Access your Apprenticeship Training Standard Logbook\*\***  
[skilledtradesontario.ca/about-trades/trades-information](http://skilledtradesontario.ca/about-trades/trades-information)

\*\* This is the official record of your training progress. You are responsible for keeping it up-to-date.

**Complete on-the-job training**

*Demonstrate and receive sign-off on the competencies/skills in your Apprenticeship Training Standard Logbook*

**Complete in-school training**

*Attend and complete the in-class training set out in the Curriculum Training Standard*

Apprentices eligible to apply for apprenticeship incentive grants (Red Seal trades) and loans.

**Review and finalize your logbook with your sponsor**

**Submit proof of apprenticeship completion**  
via email, in-person or digital portal

Your Apprenticeship Training Standard Logbook details completion requirements. Submit the following:

- completed Apprenticeship Training Standard Logbook with signatures
- proof of hours

**Certificate of Apprenticeship is issued**

Trades without examination

**CofA is the final step of the program**

Trades with examination  
(compulsory and non-compulsory trades)\*

**Provisional Certificate of Qualification issued for a 12 month term**

To prepare for the CofQ examination download the Provincial and/or Red Seal Exam preparation guides.

**Make payment for your Certificate of Qualification examination**

Call to make a payment  
(647-847-3000 or 1-855-299-0028)

**Schedule a date to write your Examination**

To schedule your examination, contact your local Service Delivery Office.

**Pass Certificate of Qualification examination**

Apprentices eligible to apply for Apprenticeship Completion Grant (Red Seal trades) or Apprentice Completion Bonus (non-Red Seal)

**Certificate of Qualification is issued**

Upon completion, Sponsors may be eligible for Apprenticeship grants, incentives, bonuses or tax credits

Phase 2: Apprenticeship

Phase 3: Certification

\* For a list of trades subject to a certification examination, visit: [skilledtradesontario.ca](http://skilledtradesontario.ca)

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**Please Note:** This Standard has been revised to reflect the visual identity of Skilled Trades Ontario (STO) which replaced the Ontario College of Trades on January 1, 2022. The content of this Standard may refer to the former organization; however, all trade specific information or content remains relevant and accurate based on the original date of publishing.

Please refer to STO's website: [skilledtradesontario.ca](https://skilledtradesontario.ca) for the most accurate and up to date information. For information about BOSTA and its regulations, please visit [Building Opportunities in the Skilled Trades Act, 2021 \(BOSTA\)](#).

Any updates to this publication are available on-line; to download this document in PDF format, please follow the link: [Skilled Trades Ontario.ca](https://skilledtradesontario.ca).

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*Maintained with transfer to Skilled Trades Ontario 2009 (V100)*

### Foreword: Purpose, Terms and Conditions of the registered Training Agreement

#### **Purpose:**

- Prior to starting official apprenticeship activities, the apprentice, sponsor and a witness are required to sign a Training Agreement.
- The Training Agreement that you have signed is an important legal document that outlines your responsibilities as an apprentice and the responsibilities of your sponsor.
- Once registered, this training agreement (or contract) marks the start of your formal agreement between the apprentice, the sponsor and the Ministry.
- For compulsory trades, the apprenticeship registration document must be accessible when working.

#### **The Apprentice agrees:**

- **To inform the local Service Delivery Office of any change to your contact information or change in sponsor within 7 days;**
- To follow the Sponsor's and Trainer's lawful instructions and make every effort to acquire the skills identified in the Logbook for the Trade which is part of the apprenticeship program established by Skilled Trades Ontario for the trade;
- To obtain written verification from the Sponsor and the Trainer(s) that the requirements in the Logbook for the trade have been met.
- When you receive an "Offer of Classroom Training", confirm your attendance by following the instructions in the offer. Failure to do so may result in losing your opportunity to attend school which delays the completion of your apprenticeship.

#### **The Sponsor agrees:**

- To ensure that the Apprentice is provided with the training required as part of the apprenticeship program established by Skilled Trades Ontario for this trade;
- To review the progress of training with the Apprentice, and with the Trainer(s) where the Sponsor and the Trainer are not the same party.
- Release your apprentice from work to attend in-school training without penalty to the apprentice.
- To maintain the journeyperson/apprentice ratio for your trade, if applicable.
- To monitor their apprentice(s) progress
- To ensure that the Trainer(s) verifies, in writing, when each skill identified in the Logbook for the trade has been successfully completed by the Apprentice;
- To contact the Ministry should any changes in your capacity to train, your contact information, or your apprentice's status in the program change.

### Trade Specific Resources and Links

Trade Specific Resource	Link
Red Seal Program	<a href="http://red-seal.ca">red-seal.ca</a>
Apprenticeship in Ontario	<a href="http://ontario.ca/page/apprenticeship-ontario">ontario.ca/page/apprenticeship-ontario</a>
Employment Ontario	<a href="http://employmentontario.ca">employmentontario.ca</a>
Service Canada	<a href="http://servicecanada.gc.ca">servicecanada.gc.ca</a>
<i>Building Opportunities in the Skilled Trades Act, 2021</i>	<a href="http://ontario.ca">Building Opportunities in the Skilled Trades Act, 2021, S.O. 2021, c. 28 - Bill 288 (ontario.ca)</a>
Ministry of Labour, Immigration, Training and Skills Development	<a href="http://ontario.ca">Ministry of Labour, Immigration, Training and Skills Development   ontario.ca</a>
Exam Preparation Guide	<a href="http://ontario.ca">Exam Resources – Skilled Trades Ontario</a>
Skills Zone (Ontario Skills Passport)	<a href="http://www.skillszone.ca/">http://www.skillszone.ca/</a>

*\*Please note, all website addresses are current at time of printing*

### Methodology-Standard Development

A standard is developed with a broad group of trade representatives who form the initial working group. This includes subject matter experts/ tradespeople/ instructors and employers from a cross section of the sector/industry, with varying years of work experience in the field. The working group reviews, develops and recommends revision to the content of the standard. Their role also involves harmonizing and updating other supporting content for the product.

An essential part of the standard development is the validation process. This is the opportunity to have a broader representation of the sector provide feedback on the content of draft standard. This process is conducted in various ways and may include sending out a survey or the draft document (or both) directly to the sector. The comments received are reviewed by the working group and revisions are made as required based on a consensus model.



### Introduction to the Logbook

This “on-the job” Logbook is the training standard for **Aboriginal Child Development Practitioner 620B** and was developed by Skilled Trades Ontario in consultation with representatives from industry. It identifies all the skills associated with and required to learn the trade.

The Logbook is divided into skill sets, which are further divided into skills. These skill sets and skills are written in statements that describe what the Apprentice must perform and to what standard, in order to be considered competent in that skill.

The successful performance of these skills is tracked in the Logbook. Once achieved, this skills’ sign-off, along with the completion of in-school program requirements or equivalent, is how the apprenticeship program is completed and apprentices receive a Certificate of Apprenticeship.

The Sponsor/trainer and Apprentice are required to sign-off and date each skill after the Apprentice has demonstrated proficiency in these skills. However, if a skill is shaded, it is optional and does not need to be signed-off, though it has been defined as a part of the scope of practice for the trade.

All practices described in this standard must be performed by the apprentice according to the specific criteria identified. In general, the standard of performance for this trade is to be performed according to all applicable jurisdictional codes and standards and all health and safety standards must be respected and observed.

All skills within the Apprenticeship Training Standard are to be performed, as applicable, according to and in compliance with the following:

- Occupational Health and Safety Legislation and Regulations;
- Other applicable legislation, regulation, codes and standards;
- Industry best practices;
- Company policies and procedures.

The information presented in this standard is, to the best of our knowledge, current at time of printing and is intended for general application. Please refer to the Skilled Trades Ontario website for the most accurate and up-to-date information: [skilledtradesontario.ca](http://skilledtradesontario.ca)

### Roles and Responsibilities

Under the [Building Opportunities in the Skilled Trades Act, 2021 \(BOSTA\)](#)

**Skilled Trades Ontario (STO)** is responsible for:

- Establishing and maintaining qualifications;
- Establishing Apprenticeship Programs and other training programs including training Standards, curriculum standards and certifying examinations;
- Issuing certificates for the purposes of this Act such as Certificates of Qualification;
- Maintaining a Public Registry for compulsory trades [skilledtradesontario.ca/public-register/](https://skilledtradesontario.ca/public-register/);
- Determining whether the experience and qualifications obtained by applicants for a certificate of qualification who do not complete an apprenticeship are equivalent to those received through completing an apprenticeship (Trade Equivalency Assessments)
- Promoting the skilled trades and conducting research.
- Conducting research and evaluate whether a trade should be prescribed as a trade for the purposes of this Act and to make recommendations on these matters to the Minister.

**Ministry of Labour, Immigration, Training and Skills Development (MLITSD)**

is responsible for:

- Classifying trades as compulsory trades;
- Prescribing scopes of practice for trades;
- Approving which persons may provide in-class training for apprenticeship programs (TDAs);
- Registering Training Agreements;
- Providing those who successfully complete an apprenticeship program with a certificate of apprenticeship (CofA);
- Administering examinations, including certifying examinations;
- Promoting the skilled trades and conducting research;
- Exercising such other powers and perform such other duties and functions as are provided for in this Act or the regulations.

***For any matter related to your registered Training Agreement or completing your apprenticeship, you must contact your local Service Delivery Office.***

### Roles and Responsibilities of the Apprentice

An Apprentice is an individual who has entered into a registered Training Agreement (refer to Foreword: *“Purpose, Terms and Conditions of TA” page 1*) with a Sponsor to receive training in a trade as part of an apprenticeship program established by Skilled Trades Ontario. As an Apprentice, you have certain roles and responsibilities to follow throughout your apprenticeship training:

1. As an Apprentice, you signed the Training Agreement and have entered into a contract with the Ministry of Labour, Immigration, Training and Skills Development and your Sponsor.
2. If you are registered as an Apprentice in a compulsory trade, your name will automatically appear in the Skilled Trades Ontario Public Register.
3. You are responsible for informing the staff at your local Service Delivery Office regarding changes to the following:
  - Your Sponsor’s address;
  - Your name and address; and/or,
  - Your Sponsor, including starting employment with a new Sponsor
4. As an Apprentice, you are responsible for completing skills or skill sets in this Logbook (as detailed in the *“Eligibility for Apprenticeship Program Completion”* section of this document) and ensuring that they are dated and signed by both you and your Trainer.
5. Once you have demonstrated competency in all the mandatory skills and received a sign off on each skill by your sponsor/trainer, you must have the Skill Set Completion Form completed and signed by your current Sponsor.
6. Submit your Logbook to your local Service Delivery Office.
7. Present your Apprentice Completion Form (Please refer to Appendix B), along with your authorized Logbook to your local Service Delivery Office.

### Roles and Responsibilities of Sponsors and Trainers

**Sponsors** are responsible for ensuring all terms are met as per the registered Training Agreement. They are named on the registered Training Agreement as the entity responsible for ensuring Apprentices receive the training required as part of an apprenticeship program. As a signatory to this agreement, they are designated as the 'Signing Authority' for the Apprentice's Skill Set Completion Form and are required to attest to successful achievement by signing the appropriate box at the completion of each skill set. Some sponsors may also act as the Trainer.

A **Trainer** is an individual who oversees the performance of a task and sets the workplace expectations and practices for the Apprentice.

In compulsory trades, a Trainer must hold a valid Certificate of Qualification and be registered with Skilled Trades Ontario.

In non-compulsory trades, a Trainer is an individual who holds one of the following:

- A Certificate of Qualification;
- A Certificate of Apprenticeship in the trade; or,
- Has completed both the workplace-based training (competencies and/or hours as applicable) and classroom training components of the trade's apprenticeship program; or,
- Has workplace experience equivalent to the apprenticeship program) and has the skills outlined in the Logbook.

Competency means being able to perform to the required standard (please refer to *"Introduction to the Logbook"*). Trainers/Sponsors and Apprentices are required to sign-off and date the skills in the Logbook following each successful acquisition. The Logbook forms a record of this achievement.

The Trainer must provide their signature based on their assessment and professional judgment that the apprentice is competent in the skills described above. The Trainer's signature is not a general warranty or guarantee of the apprentice's future conduct.

Sponsors participating in this training program will be designated as the Signing Authority and are required to attest to successful achievement by signing the appropriate box included at the end of each skill set.

### Health and Safety

Safe working procedures and conditions, accident prevention and the preservation of health are of primary importance for apprenticeship programs in Ontario. These responsibilities are shared and require the joint efforts of government, sponsors, employers, supervisors, workers, apprentices and the public to achieve the goal of making Ontario's workplaces safe and healthy.

The [Occupational Health and Safety Act](#) (OHSA) provides us with the legal framework and the tools to do this. It sets out the rights and duties of all parties in the workplace, placing ultimate responsibility on the employer for the health and safety of workers (in this case apprentices) by ensuring procedures, controls, and training are established for dealing with workplace hazards. Therefore, it is imperative that all parties become aware of circumstances that may lead to injury, illness or harm. Safe learning experiences and environments can be created by controlling the variables and behaviours that may contribute to or cause an accident injury or illness.

A sponsor who is not the employer is reminded that the employer has legal responsibilities respecting health and safety over the apprentice who is their worker. The sponsor should encourage safe work habits and adherence to the employer's occupational health and safety requirements for the workplace.

It is generally recognized that a positive attitude about safety in partnership with health and safety competency contributes to an accident-free environment. Everyone will benefit as a result of a healthy attitude towards the prevention of accidents.

Workers and apprentices can be exposed to a multitude of hazards and, therefore, should be familiar with the Occupational Health and Safety Act and regulations.

### The Internal Responsibility System:

One of the primary purposes of the Occupational Health and Safety Act (OHSA) is to facilitate a strong Internal Responsibility System (IRS) in the workplace. To this end, the OHSA lays out the duties of employers, supervisors, workers, apprentices, constructors and workplace owners.

Workplace parties' compliance with their respective statutory duties is essential to the establishment of a strong IRS in the workplace.

Simply put, the IRS means that everyone in the workplace has a role to play in keeping workplaces safe and healthy. Workers and apprentices in the workplace who see a health and safety problem such as a hazard or contravention of the OHSA in the workplace have a statutory duty to report the situation to the employer or a supervisor. Employers and supervisors are, in turn, required to address those situations and acquaint workers with any hazard in the work that they do.

The IRS helps support a safe and healthy workplace. In addition to the workplace parties' compliance with their legal duties, the IRS is further supported by well-defined health and safety policies and programs, including the design, control, monitoring and supervision of the work being performed.

### **Roles and Responsibilities under the Occupational Health and Safety Act**

#### **Employer's Responsibilities include but are not limited to the following:**

- Instruct, inform and supervise workers and apprentices to protect their health and safety.
- Appoint competent persons as supervisors.
- Inform a worker, apprentice, or a person in authority, about any hazard in the workplace and train them in the handling, storage, use, disposal and transport of any equipment, substances, tools, material, etc.
- Take every precaution reasonable in the circumstances for the protection of a worker/apprentice.
- In workplaces in which more than five workers are regularly employed, prepare and post a written occupational health and safety policy and set up and maintain a program to implement it.
- Prepare and post policies with respect to workplace violence and workplace harassment and develop programs supporting workplace harassment and workplace violence policies.
- Ensure knowledge of applicable legislative, regulatory, codes and standards so requirements to be followed are clear to all workers/apprentices.

#### **Trainer/Supervisor Responsibilities include but are not limited to the following:**

- Ensure that a worker or apprentice works in compliance with the Act and regulations.
- Ensure that any equipment, protective device or clothing required by the employer is used or worn by the worker or apprentice.
- Advise a worker/apprentice of any potential or actual health or safety dangers known by the supervisor.
- Take every precaution reasonable in the circumstances for the protection of workers.

#### **Worker/Apprentice Responsibilities include but are not limited to the following:**

- Work in compliance with the Act and regulations.
- Use or wear any equipment, protective devices or clothing required by the employer.
- Report to the employer or supervisor any known missing or defective equipment or protective device that may endanger the worker or another worker.
- Report any hazard or contravention of the Act or regulations to the employer or supervisor.
- Not remove or make ineffective any protective device required by the employer or by the regulations.
- Not use or operate any equipment or work in a way that may endanger any worker.

### **The Three Rights of Workers/Apprentices**

The OHSA gives workers and apprentices three important rights:

1. The right to know about hazards in their work and get information, supervision and instruction to protect their health and safety on the job.
2. The right to participate in identifying and solving workplace health and safety problems either through a health and safety representative or a worker member of a joint health and safety committee.
3. The right to refuse work that they believe is dangerous to their health and safety or that of any other worker in the workplace.

### **Ministry of Labour, Immigration, Training and Skills Development**

The Ministry of Labour, Immigration, Training and Skills Development conducts periodic inspections of workplaces to ensure that safety acts and regulations are being followed. Please direct any questions to the Occupational Health and Safety Contact Centre at 1-877-202-0008.

### Apprenticeship Program Summary/Guidelines

#### Scope of Practice

The Scope of Practice for the trade of Aboriginal Child Development Practitioner-620B is set out in section 3 of Ontario Regulation 875/21 under BOSTA and reads as follows:

The scope of practice for the trade of aboriginal child development practitioner includes,

- (a) assisting a registered early childhood educator with the planning of culturally appropriate activities; and
- (b) under the direct supervision of a registered early childhood educator, implementing culturally appropriate activities,

to facilitate the physical, social, emotional, and cognitive growth of children in a program authorized under the *Child Care and Early Years Act, 2014*, the *Education Act* or in another program that provides services for children.

\*While the Logbook draws on the scope of practice regulation (Section 3 of Ontario Regulation 875/21 under BOSTA). The Logbook does not purport to add to or modify the scope of practice as provided in regulation. \*

#### Program Guidelines

##### On-the-Job Training Duration

Industry has identified 6,480 hours as the benchmark necessary for any Apprentice to become competent in the skills required. There may be circumstances in which the duration varies from this guideline.

##### In-Class Training Duration

Industry has identified 720 hours of in-school training as the duration necessary for an Apprentice to complete the in-school curriculum for this program.

##### Total Training Hours

7,200 hours

##### Journeyperson to Apprentice Ratio

##### Industry Recommended Ratios:

While some of the trades regulated under BOSTA are subject to Journeyperson to Apprentice ratios set out in regulation, this trade is not one of them. Instead, **industry has recommended a Journeyperson to Apprentice ratio guideline of 1 Journeyperson (or individual who is deemed equivalent to a journeyperson) to 1 Apprentice** as the ratio necessary for an Apprentice to be properly trained on the job in this program.



### Program Requirements

#### Compulsory and Non-compulsory Classification

Regulations under the *Building Opportunities in the Skilled Trades Act, 2021* classify each trade as either “compulsory” or non-compulsory.” The trade of Aboriginal Child Development Practitioner-620B is non-compulsory.

It is the responsibility of an Apprentice to maintain a training record in the form of a Logbook. The Sponsor and Trainer are required to sign-off when competencies in the trade are achieved.

#### Skills for Success Summary

Skills for Success are needed in a quickly changing world for work, learning and life. They are foundational for building other skills and important for effective social interaction. Everyone benefits from having these skills as they help individuals get a job, progress at their current job and change jobs. They also help individuals become active members of their community and succeed in learning.

Through extensive research and consultations, the Government of Canada launched the new Skills for Success model renewing the previous Essential Skills framework to better reflect the needs of the current and future labour market.

The occupational specific Essential Skills profiles are available online. These will be updated over time to align with the new Skills for Success model found here: [Skills for Success model](#)

### Standard of Performance

In general, the standard of performance for this trade are to be performed, as applicable, according to and in compliance with the following:

- develop daily activities for children;
- leads children in activities, teaching and preparing crafts;
- demonstrates an ability to use local culture, traditions, interests, and values;
- planning and participating in field trips and community events;
- guides and assists children in social development
- observes children for signs of learning disabilities or emotional problems;
- attends meeting and workshops
- may supervise and co-ordinate the activities of other early childhood educators and assistants;
- works with the community and other health and social care professionals.
- acts as an advocate for and with children and their families
- acknowledges and respects the individuality of each child

Is knowledgeable in:

- Child and Family Services Act
- Indian Act
- Day Nurseries Act
- Ontario Health and Safety
- Fire Marshall's Code
- Canadian Charter of Rights
- Applicable Government Regulations

### Other Suggested or Required Certification(s) and Training

While an apprentice receives health, safety and occupational specific training and/or certification in a variety of fields during their apprenticeship, it is important to be aware that other occupational health and safety training and certification renewal or updating may also be required during their career before performing new types of work.

### Training the Apprentice - Tips for Apprentices, Sponsors and Trainers

#### Tips for Apprentices

Remember, it takes time to learn. The following is a list of additional tips and tools to help make the most of your apprenticeship training:

- Practice safe work procedures early to create good habits;
- Use your Logbook as a journal to keep track of the skills you have achieved;
- Review your training plan with your Training Consultant, Trainer, or Sponsor;
- Discuss your training needs with your Trainer and/or Sponsor;
- Listen to the suggestions of your Trainer;
- Ask your Trainer questions if you are unsure of any skill you need to perform or any tools or equipment you need to use to perform your duties;
- Show enthusiasm and develop good work habits; and,
- Upon demonstration of competency, ensure that you and your Trainer sign-off the individual skills.

***To get the most from this mentoring experience, request exposure to the full scope of the trade; meet regularly with your Sponsor/Trainer to discuss your progress, ask questions and seek feedback.***

#### Tips for Sponsors

- Select Trainers with good communication skills and who work well with others;
- Ensure that the Apprentice always works under the direction of or has access to a qualified Trainer;
- Encourage Trainers to take upgrading courses (e.g. Train the Trainer, Mentor, Coach, etc.);
- Set out clear expectations and involve both the Apprentice and Trainer in developing the training plan
- Encourage safe work habits;
- Allow time for the Trainer to train and demonstrate skills to the Apprentice;
- Provide opportunities and time for the Apprentice to learn the trade;
- Ensure that the Apprentice receives the varied on-the-job trade training experience outlined in this document;
- Recognize good performance;
- Observe frequently;
- Provide constructive feedback and conduct regular performance reviews involving the Apprentice and Trainer;
- Use the Logbook as a monitoring tool and a part of regular performance evaluations; and,
- Complete the Skill Set Completion Form once the Apprentice has demonstrated competency in the skills.

- The detailed content listed for each skill is not intended to represent an inclusive list; rather, it is included to illustrate the intended direction for the skill acquisition.

### Tips for Trainers

Trainers are responsible for ensuring the Apprentice is developing the skills outlined in this document. Here is a list of tips and tools to help Trainers in their supervision of Apprentices:

- Demonstrate model safe work habits;
- Provide opportunities and time for the Apprentice to learn the trade;
- Treat Apprentices fairly and with respect;
- Review the Logbook with the Apprentice and develop a training plan;
- Set out clear expectations and recognize good performance;
- Expose Apprentices to the full scope of the trade by providing training on the skills outlined in this document;
- Encourage and respond to all questions;
- Be patient;
- Explain, show and demonstrate the skill;
- **Meet regularly with the Apprentice to discuss the apprentice's progress**
- Provide continuous feedback;
- Sign-off skills when your Apprentice demonstrates competency, and,
- Use the Logbook as a guide to evaluate competence in each skill area. By using the Logbook, Trainers will be able to guide the process to and assist Apprentices to develop skills outlined in this document.

***The best mentoring experience is when an Apprentice is given as much training/exposure to the full scope of the trade as possible. If this is not possible, help them to determine other ways this may be possible.***

### Notice of Collection of Personal Information

1. At any time during your apprenticeship training, you may be required to show this Logbook to the local Service Delivery Office. You will be required to submit the signed Apprenticeship Completion form to the Service Delivery Office in order to complete your program. The Service Delivery Office will use your personal information to administer and finance Ontario's apprenticeship training system, including confirming your completion and issuing your Certificate of Apprenticeship.
2. The Service Delivery Office will disclose information about your program completion and your Certificate of Apprenticeship to Skilled Trades Ontario, as it is necessary for Skilled Trades Ontario to carry out its responsibilities.
3. Your personal information is collected, used and disclosed by the Ministry of Labour, Immigration, Training and Skills Development under the authority of the *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*.
4. Questions about the collection, use and disclosure of your personal information by the Ministry may be addressed to the:

Manager, Employment Ontario Contact Centre  
Ministry of Labour, Immigration, Training and Skills Development  
33 Bloor St. E, 2nd floor, Toronto, Ontario M7A 2S3  
Toll-free: 1-800-387-5656; Toronto: 416-326-5656  
TTY: 1-866-533-6339 or 416-325-4084

**List of Trainers**

<b>Trainer's Name (Please Print)</b>	<b>Trainer's Signature</b>	<b>Date of start with Trainer (day/month/year)</b>

**620B-1      Protect Self and Others**

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- 1.1      Practice fire drills** by developing an evacuation plan and following the procedures as dictated by the Day Nurseries Act, Fire Regulations, and the First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 1.2      Prepare playroom environment** by developing and following the map to meet program plans and themes to ensure safety of the children in accordance with the cultural and age development of the children and local and federal regulations.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.3 Provide a clean playground and playroom environment** by performing daily checks before children arrive, tidying shelves, tables, and counters; sweeping, mopping, and vacuuming floors; replacing toys, equipment, and furniture; and, to ensure the health and safety of the children; in accordance with the Day Nurseries Act, and the First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.4 Plan and prepare for bus trips** by arranging a bus for travelling to and from the day care centre; participating in the bus ride; sitting with the children; soliciting parental support; ensuring that all children are safety seated in accordance with the policy of the day care centre, Day Nurseries Act and government regulations.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.5 Provide a safe environment** by discarding unsafe toys, equipment, and furniture; identifying health and safety hazards throughout the playground and playrooms; and, maintaining a tidy storage and work area; and according to standards of the Day Nurseries Act, the First Nation policies and procedures, and local health and fire regulations.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature



- 1.6**      **Isolate sick or contagious** children by identifying symptom of contagious disease; taking temperatures; identifying unusual behaviours; notifying parents, and, requesting assistance from Community Health Representatives (CHR) or Registered Nurse (RN); in accordance with the Day Nurseries Act, and the First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.7**      **Perform laundry duties** by sorting soiled items including clothing rags, wash cloths, towels, sheets, blankets, and drama equipment; placing into laundry equipment; operating equipment; and, folding and returning clean items to appropriate areas or shelves; in accordance with job specifications

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.8**      **Administer medication** by following prescription directions and parental instructions using equipment and utensils; ensuring that procedures for administering medication are followed; and, in accordance with the Day Nurseries Act, and the First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.9**      **Apply basic first aid** by ensuring that first aid kit is replenished regularly; requesting assistance from Community Health Representatives (CHR) or Registered Nurse (RN); and, in accordance with current first aid safety procedures, the Day Nurseries Act, and the First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 1.10**      **Plan, prepare, and administer an emergency plan** by practising fire drills; identifying and responding to hazardous, safety, and evacuation situations; identifying and responding to allergies and allergic reactions; and, ensuring that emergency responses are followed in accordance with Health and Safety regulations, parental information, the Day Nurseries Act, and the First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**620B-2      Participate in Personal/Staff Development and Program Review**

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- 2.1      Practice and participate in constructive feedback** by taking and giving guidance and appropriate feedback; demonstrating mutual cooperation; being receptive to feedback and guidance; promoting a harmonious relationship; and, demonstrating respect for others; as specified in the policies and procedures of the child care centre.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 2.2      Practice and demonstrate a professional manner** by maintaining confidentiality; practising and observing the ethics and standards of the centre; observing the policies and procedures of the centre; dressing appropriately; treating children and staff with respect; and, demonstrating a positive, responsible, dependable and punctual role model; in accordance with the guidelines of the Day Nurseries Act and the procedures and policies of the child care centre.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.3**      **Keep current with legislation, policies, and procedures** by reading and posting the Day Nurseries' Act, First Nations policies/procedures, and all updates to ensure that all programs are current, up-to-date, and meet required quality standards.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.4**      **Build team relationships** by demonstrating a positive behaviour; cooperating with co- workers, parents, and community members; being supportive and sensitive; respecting and honouring self and fellow workers; and listening and responding to children's concern and input; to promote a healthy, safe, and supportive working atmosphere.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.5**      **Participate in staff training** by taking active part in daily activities of the centre, taking part in workshops, conferences, and staff meetings; participating and learning about community traditions and beliefs; and, sharing learning and ideas with co- workers; to ensure on-going self-development, community awareness, and increased personal knowledge and development of more skills in the field of early childhood education.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.6 Build working relationships** by communicating with staff; attending and participating in staff and community meetings; demonstrating availability for co-workers; working together to develop and maintain staff bulletin boards and newsletters; and, drafting memos; to promote and create a stress-free and happy working environment.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.7 Maintain inventory** by making supervisor aware of need for culturally and age-appropriate toys, equipment, and books so the all toys, equipment, and books promote a safe, and stimulating play environment, and, are in accordance with CSA, the Day Nurseries' Act, and community's traditions, beliefs, and values.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.8 Assist in staff orientation** by preparing written duties and activities, introducing new staff to children, parents, and co-workers; familiarizing new staff to centre's layout, policies, and procedures; and, discussing staff duties and responsibilities; so that new staff members feel welcome, comfortable, and knowledgeable about the centres' policies, procedures, and schedules.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.9**      **Keep current with First Aid legislation and practices** by obtaining and re-certifying personal certification, so that First Aid can be administered safely, efficiently, and effectively in accordance with Day Nurseries' Act and First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.10**      **Keep current with Infant CPR legislation and practices** by obtaining and re-certifying personal certification, so that Infant CPR and First Aid can be administered safely, efficiently, and effectively in accordance with Day Nurseries' Act and First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.11**      **Participate in personnel evaluations on self and co-workers** by actively communicating during staff meetings, looking for strengths and areas for improvement; asking for input from co-workers, parents, and children; reading existing evaluation documentation; and, demonstrating good listening and communication skills; making decisions on what skills or behaviours should be maintained and where improvement is indicated; so that competent and effective staff evaluations can be completed in accordance with Employment Standards Act, Family Services Act, Human Rights Code, and First Nations policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.12 Participate in environmental scans** by checking the child care site; looking for areas that need improvement; asking for input from co-workers, parents, and children; reading existing evaluation documentation; and, demonstrating good listening and communication skills; making decisions on what areas, equipment, and material should be maintained; and, what should be re-ordered, what areas should be improved; so that a productive and effective environment is maintained in accordance with Employment Standards Act, Family Services Act, Human Rights Code, and First Nations Policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.13 Evaluate programs** by looking for strengths and areas for improvement; talking to co-workers, parents, and children; reading evaluation documentation; demonstrating good listening and communication skills; and, making decisions on what programs should be maintained and making changes where required; so that programs are productive and effective in accordance with Employment Standards Act, Family Services Act, Human Rights Code, and First Nations Policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.14 Complete needs assessments/analysis of child/children** by observing child's behaviour and interaction with others; consulting with co-workers, parents, and other resources; preparing written anecdotal reports; and, maintaining confidentiality; so that each child's ability, interests, and skills are recognized and documented; in accordance with the Day Nurseries Act, Family Services Act, Human Rights Code, and First Nations Policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 2.15 Develop and implement staff training programs** by identifying training needs; researching resources within community and outside training organizations; attending early childhood education workshops; developing and attending aboriginal-focussed workshops; developing and participating in native language training; attending community functions; and, developing and implementing training in communication for community members, parents, elders, and co-workers, so that staff can acquire culturally appropriate knowledge and develop skills to build confidence and wisdom when working with the community, children, and co-workers.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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620B-3 Interact with Parents

- 3.1 Communicate with parents** by demonstrating open dialogue; discussing family needs and the child's progress; using daily written reports; demonstrating effective listening skills and listening with an open mind; asking appropriate questions; using positive body language, facial expressions, and tone of voice; responding to parents' suggestions; and, organizing open houses and parent/teacher interviews, so that the parents feel comfortable in discussing the needs of the child and the family.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

**\* A Trainer may be a Supervisor or the competent employee designated by the Apprentice's Sponsor.**

- 3.2 Build a supportive environment for parents** by praising and acknowledging successes; providing assistance in difficult times; making referrals within the community; obtaining information to aid the parent; and, listening with empathy; so that a positive, loving, and nurturing relationship can be built between parents and child care centre staff.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 3.3 Inform parents of child's growth and progress** by developing a form of consistent communication, written or verbal (daily for infants), providing evaluations of child's progress; holding regular interviews; discussing the child's individual development and areas of concern; and, listening attentively to parents' concerns, questions, and feelings; to encourage effective communication and feedback, and to promote continuous growth.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 3.4 Create an open-door environment for visitors, community, and parents** by modelling a friendly and open behaviour; welcoming visitors at any time; having information readily available for visitors; sending invitations for celebrations and outings; and, maintaining neat and clean facilities so that community and parents are welcomed and encouraged to visit the centre.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 3.5 Respond to parental concerns** by modelling non-judgmental behaviour; listening attentively; and acknowledging the concern; so that each concern is recognized, acknowledged, and addressed.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**620B-4      Develop a Holistic Learning Environment**

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- 4.1      Model mutual respect** by listening, learning and acknowledging the importance of the community's cultural traditions; learning and using the First Nation language, history, traditions, and ceremonies; and, researching and practising the community's beliefs, values, and customs; so that an environment of acceptance and respect is created and promoted for the centre and community.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 4.2      Build a supportive environment for parents** by praising and acknowledging successes; providing assistance in difficult times; making referrals within the community; obtaining information to aid the parent; and, listening with empathy; so that a positive, loving, and nurturing relationship can be built between parents and child care centre staff.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 4.3 Provide community cultural opportunities** by: knowing and using the child's Indian name and clan; planning and holding programs that incorporate community beliefs, values, and traditions; and, involving the children with elders, family, and the community; so that an environment of understanding and support can be created between elders, family, children and the community.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 4.4 Increase family participation in the child's activities** by: planning programs that involve parents including special holiday celebrations, field trips, pow wows, feasts, and ceremonies; sending personal invitations to parents and family; encouraging parents to give input and share their experiences; and, asking parents' to volunteer; so that the child's experience at the centre is enhanced and parents become more visible and actively involved with the child.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 4.5 Increase elder participation in the centre's activities** by: planning programs where the elders can use their storytelling gifts to share their experiences, legends, traditions, cultures, and beliefs; asking the elder to demonstrate and teach skills in carving, beadwork, artwork, and baskets; and, having the elder act as a surrogate grandparent; so that children and parents can develop a sense of security, learn to respect themselves and Mother Earth, and receive spiritual guidance and teachings from the elders.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 4.6 Celebrate cultural and community events** by organizing, planning, and preparing events such as pow wows, storytelling, and celebration feasts; and, inviting and including elders, chief, council, community members, and resource people; so that opportunities are provided for the children that promote a sense of belonging, a positive self-image and sense of place in the community, increase interaction between celebration and the daily events of the daycare, and to promote recognition that celebration is a part of daily life.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 4.7**      **Develop, prepare and implement a transitional system** for preparing and advancing children from one age group to the next, by communicating orally and in writing to the appropriate staff person and parents to assess the developmental and age level of the child according to the Day Nurseries' Act.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**620B-5 Interact with Children and Infants**

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- 5.1 Feed infants** by holding while bottle-feeding, spoon-feeding, and burping, so that each infant is content, full, neat, and happy.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 5.2 Feed toddlers** by teaching the child how to sit at the table, use and hold a spoon, fork, and cup, so that the child can feed themselves, and promote independence, and that each child is full, content, neat, and happy.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 5.3 Teach good eating habits and etiquette** by modelling appropriate manners, etiquette, and eating habits, so that each child learns respect for cultural and nourishing food and can demonstrate appropriate manners and etiquette.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 5.4 Demonstrate creative expression** by singing, dancing, and using drama; explaining the meanings and values of aboriginal traditions and beliefs; conducting homes visits to learn the community's traditional songs, dances, legends, and recordings; and, using community singers, dancers, storytellers, and drummers; so that children can learn and are able to express themselves through voice, dance, and creative expression.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 5.5 Monitor children during indoor and outdoor** activities by actively listening to child; observing the child's social interactions; moving about the play area; and participating in the child's play so that child is secure, happy, and safe while positioning oneself to see all children.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 5.6 Nurture children's gifts and talents** by recognizing and giving positive feedback for individual gifts and talents; using positive verbal praise; giving physical hugs; and, by using values, beliefs, and traditions of the community as a guide for reinforcement and encouragement, so that child is secure, happy, and content, and the child/teacher relationship is loving and harmonious.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature



- 5.7 Demonstrate sensitivity to children's needs and concerns** by being available to the child, providing comfort; staying physically close to child; listening attentively to children; encouraging child to express their needs and concerns; giving warm hugs; using positive facial gestures; and, acknowledging and responding to the child's concerns; and using values, beliefs, spiritual connections, and traditions of the community as a guide for providing nurture and support.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 5.8 Use positive redirection** to guide and enhance child's behavior by using beliefs, values, and traditions of the community; using and sharing spiritual connection; and, encouraging alternatives to inappropriate behavior, so that child will be at peace, content, happy and in balance with Mother Earth.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**620B-6 Provide Administrative Support**

- 6.1 Maintain financial records** by accepting fees, writing receipts, and keeping receipts; fund raising; and, handling and balancing petty cash; ensuring that efficient and accurate financial practices and records are maintained, in accordance with policies and procedures of the child care centre.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 6.2 Complete written reports** by writing day plans, daily logs, accident reports, serious behaviour occurrence reports, child attendance records, emergency files, and daily routine logs, ensuring that all written reports are accurate and accountable in accordance with policies and procedures of the child care centre and Day Nurseries Act.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 6.3 Act as liaison between community and centre** by building a community resource network; performing public relations duties; conducting tours of the centre; and providing timely responses to inquiries so that there is ongoing promotion and public awareness of the centre.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 6.4 Operate office equipment** by using; cleaning; storing; consulting manuals; doing basic maintenance and repairs; and, contacting qualified service person so that equipment is used efficiently and safely in accordance with manufacturers specifications.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**620B-7 Perform Organizational and Planning Duties**

- 7.1 Design and implement fire safety procedures and emergency evacuation plans** by teaching children all evacuation rules, and safety precautions; clearing entrance ways, walkways, and steps of all obstructions; designing and practicing a fire drill procedure; posting a map of fire routes in every room; checking that emergency lighting systems, fire alarm system, and fire exit signs are in working order; establishing a designated collection area for evacuation; practicing evacuation drills and procedures; taking attendance sheet and maintain an emergency file of parents' number and alternate contact person; and, practicing operation of fire extinguisher; in accordance with the Fire and Health inspector's recommendations and Day Nurseries Act.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 7.2 Plan menus** by recommending changes and alternatives; posting of children's allergies; checking that staff and cook take precautions for food allergies; and, ensuring that menus and food preparation follow the Canada Food Guide, Native Food Guide, Health and Safety regulations, and child care centre recommendations.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 7.3 Implement Individual Program Plans (IPP's) for children with exceptionalities** by observing the child's social interactions; consulting with parents, staff, and other resource people; assessing the child's cognitive and developmental needs; and, completing documentation so that IPP can be used to benefit and support the child's growth and development within the child care program and by working in conjunction with staff available.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 7.4 Design and implement daily program routines** including arrival and departure times, snack/lunch periods, washroom routines, outdoor play time, rest time, free time, and health and sanitary routines, ensuring that all routines, times, and procedures are taught and posted so that staff and children develop a sense of security within the child care environment and routines.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 7.5 Design and implement indoor activities for toddlers and pre-school children** by designing and setting up creative play centres, quiet activity areas, and special group times; designing and setting up sensory learning experiences; and, creating programs that use the small and gross motor skills, so that planned activities provide opportunities to enhance the child's developmental and social skills, in accordance with the Day Nurseries Act, and child care centre's and community's recommendations.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 7.6 Plan and prepare bulletin boards** for parents, children, community and staff by: designing and using materials that are eye-catching, colourful, tactile, and appealing; placing bulletin board at child's eye level; putting up information and pamphlets that are up-to-date and of interest to parents; and, creating displays of children's art; so that bulletin board is easily accessible, provides information and interesting learning experiences, and is a central focus for communication, displaying talents, and sharing of information.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 7.7 Create and implement cultural relevant programs** by speaking in native language, singing native songs, and providing native language instruction in circles; holding special and cultural events with elder participation; and, developing culturally appropriate materials; to provide opportunities for the child/staff to increase awareness and appreciation of their community's cultural heritage, beliefs, traditions, and values.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 7.8 Develop and implement an infant care program** by assessing infant's individual needs; developing a timetable for sleeping, feeding, and changing; and, developing nurturing, playing, and group times; so that opportunities are provided for the infant's social, emotional, intellectual, and physical stimulation, in accordance with the Day Nurseries Act, and child care centre's policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**620B-8 Communicate Teachings**

- 8.1 Teach personal hygiene** by designed a clear routine to follow; demonstrating and practicing washing hands and faces, combing hair, bathroom habits, and brushing teeth; and, talking to the children using culturally and age appropriate language, ensuring that hygienic practices and habits are in accordance with the policies and procedures of local health regulations, Day Nurseries Act, and the child care centre.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 8.2 Teach toilet training** by developing regular and consistent timetables and habits; using language that is culturally and age appropriate; providing toilet equipment that is appropriate and the correct size for the child; using positive phrases and encouragement; and, providing opportunities to observe other children who are already toilet trained; and maintaining a calm, trusting demeanour during bathroom routines, ensuring that toilet training practices and teachings are in compliance with the Day Nurseries Acts, parent's recommendations and instructions as to their child's developmental readiness.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature



- 8.3 Teach social skills** by role modelling respect and politeness to the child; demonstrating care and the appropriate use of toys, equipment, and books; reading and telling stories or legends that speak of respect, honour, and caring; teaching how to sit and use books, how to play with toys, and put things away in the proper place or storage; providing opportunities for the child to clean up and repair toys, equipment and books; speaking to the children using language that is culturally and age appropriate; helping the child to show honour and respect for each other and their possessions; and, modelling how to ask permission to use child's personal belongings; so that child learns how to play and work with each other, according to the community's cultural traditions, beliefs, and values.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.4 Teach colours, alphabet, and numbers** by planning creative and participatory activities; using bright colours, letters, and numbers on bulletin boards, wall borders, and activity centres; singing songs; using finger play; listening to records and tapes; reading and telling stories and legends; and, planning themes and circles; ensuring that all activities are culturally and age appropriate; and in accordance with the Day Nurseries' Act, the child care centre's program plan, and the culture and traditions of the community.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.5 Develop large and small motor skills** by planning and implementing activity programs and themes; following planned program and lessons; providing opportunities to participate in action songs, running, jumping, skipping, dancing, crawling, cutting, pasting, painting, and colouring; and, encouraging participation and cooperation of each child; ensuring that toys and equipment are age appropriate, diverse, and safe; and that the planned programs are appropriate for the age and development of the children and reflect the community's culture, values, and beliefs, in accordance with the Day Nurseries Act.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.6 Teach values and beliefs** including love, humility, kindness, courage, honesty, respect truth, and caring by: modelling these behaviours: demonstrating respect the child's feelings, opinions, and individual characteristics; being truthful at all times; praising all attempts at appropriate behaviour; speaking in traditional aboriginal language, showing honour to elders; speaking positively in all situations; nurturing with hugs, touches, and voice; reading stories and legends; listening with the heart; and, responding to emotions; ensuring that all teachings reflect the community cultures, values, traditions, and beliefs.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.7 Develop and teach social skills** by planning and implementing interactive programs or themes; setting up playroom centres; inviting elders to interact with the children; reading stories and legends; organizing social celebrations that include both children and adults; redirecting negative and inappropriate behaviour; modelling and positively reinforcing appropriate and acceptable behaviour; displaying productive creations; grouping children according to situations, times, and opportunities; soliciting support and involvement from parents; and, assessing and recording the emotional and social development of each child; ensuring that programs and activities reflect the community cultures, values, traditions, and beliefs, and according to Day Nurseries' Act, and First Nation policies and procedures.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.8 Teach community history** by planning and developing activity centres that relate to history and themes; planning visits to historic sites and community gathering places; planning visits and time with elders; speaking in the native and local language; reading legends and stories about the community; and, asking people to give performances that recreate historical events, projects, or items.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.9 Teach about Nature and Creation** by setting up interest centres related to themes of nature and creations; developing nature programs; visiting natural sites; planning opportunities to experiment with science; planning nature walks; providing opportunities to touch, see, and smell nature; inviting hunters, naturalists, and elders to demonstrate their knowledge and skills; reading appropriate stories and legends; showing nature videos; singing songs of creation; demonstrating honour for the clan system; using the native language to speak about nature and creation; providing opportunities to listen and observe animals and plant life; planning times for camping; teaching the Creation story; demonstrating and modelling how to listen, watch, communicate, protect, and preserve Mother Earth, and, providing opportunities to listen, watch, and communicate with Grandmother Moon, Grandfather Sun, and Stars; ensuring that programs and activities reflect the community cultures, values, traditions, and beliefs about Nature and Creation.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

- 8.10 Teach music** by planning programs and themes that are musically relevant; using cultural appropriate musical instruments and props; researching and inviting community musical resources to perform or take part in the centre's activities; singing songs during circles, socials, and community gatherings; introducing new lyrics and melodies; translating traditional songs; planning opportunities to attend community social gatherings and get-togethers; providing opportunities to create and make culturally appropriate props; setting up a music centre; listening to tapes and video tapes; and, encouraging children's participation; ensuring that musical programs and activities reflect the community cultures, values, traditions, and beliefs, and are in accordance with the Day Nurseries' Act.

mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

### Off-the-Job Learning Outcomes:

#### Content:

1. Demonstrate knowledge of child development and learning from birth through age twelve by: identifying and applying the general principles of human development; the influence of genetic and environmental factors; the sequence of normal development in the gross, motor, fine motor, and cognitive areas; and the existence of individual differences.
2. Demonstrate an ability to select and apply a variety of observational techniques by: observing and assessing developmental behaviour; analyzing the child's/children's skills, abilities and needs; guiding the child's/children's behaviour; planning, implementing, and revising curriculum and experiences; and identifying, analyzing, and modifying the physical environment to support the child's/children's developmental needs.
3. Demonstrate an ability to foster responsive relationships with individuals and groups of children by: identifying developmentally appropriate interactions; initiating and fostering positive interactions with child/children; responding to child's/children's verbal and non-verbal signals and initiating experiences/activities to meet the developmental levels and situations; and applying adult interaction and guidance techniques to develop trust and positive interaction patterns.
4. Demonstrate an ability to plan curriculum which provides for the holistic development of individual and groups of children including children with special needs by: identifying and implementing the principles of curriculum planning to meet the child's/children's personalities, learning style and family backgrounds; facilitating planned and spontaneous activities to support child-initiated and incidental learning; identifying learning and/or developmental problems and disabilities; adapting programs to meet needs of individual children; and revising/modifying the curriculum based on analysis of children's response to the curriculum content and goals.
5. Demonstrate an ability to establish and maintain a healthy environment within current legislation, guidelines, and policies by: identifying and ensuring a safe and healthy environment which promote and ensure the physical, emotional and social well-being of child/children and their families; and understanding and applying legislative requirements and program policies.

6. Demonstrate an ability to support and advocate child development and learning philosophies within the context of aboriginal family, beliefs, traditions, culture, and society by: recognizing and being sensitive to and respectful of aboriginal family values, culture, language, goals, expectations, beliefs, and preferences; promoting mutual interaction and respect among children from different backgrounds; developing curriculum, materials, and environments which are sensitive to racism, sexism, and economics, and evaluating, revising, and modifying the curriculum to advocate interaction and respect.
7. Demonstrate an ability to develop and maintain intra-personal, interpersonal, and written communication skills with children, families, colleagues, supervisors, and health or social care professionals, and community members by: evaluating and enhancing personal performance, communication, and interaction skills; responding to facial expressions, body language, and verbal communication; developing observation, speaking, and listening skills; demonstrating sensitivity to diversity between and among families; and establishing and maintaining confidentiality and professionalism
8. Demonstrate an ability to identify the impact of legislative/regulatory/and council bodies, social policy, funding, and administrative practices on the quality of early childhood programs by: demonstrating an understanding of governing legislation, professional standards, funding mechanisms, band culture and beliefs, and administrative responsibilities; interpreting and applying related legislation, policies, and procedures in providing quality early childhood programs, and demonstrating an ability to provide support and guidance to families on issues relating to accessibility, affordability and quality care.
9. Demonstrate a commitment to professionalism by: ensuring continuing professional development/competence; researching literature and resources that impact on the social, political, and educational aspects of the profession; identifying and applying an advocacy role; and working within established ethical and professional standards.
10. Demonstrate an ability to formulate and apply personal philosophy within the framework of ethical and professional standards by: articulating and integrating personal philosophy of education and child care to quality practices; examining and applying education traditions and aboriginal philosophies; and a commitment to a code of ethics and professional standards in planning and implementing individual and group programs.

11. Demonstrate the ability to identify the impact of federal and provincial acts on the Native People and their rights as a people by: describing the key aspect of the acts; describe how their roles are affected by these acts; identify their roles as Native Early Childhood Educators under these acts.
12. Demonstrate an understanding of culturally specific and traditional Aboriginal parenting, as it applies to community cultures, by learning and exploring traditional Aboriginal parenting and modern parenting methods and how to apply them in a child care centre.
13. Demonstrate an understanding of the traditional and contemporary native family by: examining both the traditional and contemporary native family and how they have influence the roles and cultural values; and, analyzing, developing, and applying culturally appropriate strategies in the work place.
14. Demonstrate an awareness of contemporary issues and the impact of the issues on the native family by: identifying how the NECE can reinforce the traditional strengths of the native family; studying the cultural impact of foster care, urbanization, substance abuse, family violence, and changes in the family structure; developing an awareness of how native people are affected by the decision-making policies of various levels of government and their move towards Self- Determination; recognizing the impact of changing socio-economic conditions on native communities.
15. Demonstrate effective oral and written communication skills by: demonstrating report writing and reading skills; demonstrating presentation and interviewing skills; and developing and practising Aboriginal language skills.

**Source & Type (Specify in detail: e.g. block or day release; night school; in-plant; correspondence):** Flexible Delivery Format - Approved CSAC Early Childhood Educator Vocational Learning Outcomes plus one English general education requirement at an Ontario College of Applied Arts and Technology or TDA with College accreditation.

**Benchmark/Guideline Time-frames of Off-the-Job/In-School Learning Outcomes:** 720 hours

**Funding:** N/A

**Performance Objectives and Learning Outcomes reached:**

Date: \_\_\_\_\_

Sponsor/Trainer/Employer signature: \_\_\_\_\_

Apprentice signature: \_\_\_\_\_



### Definitions

#### Apprentice

- An individual who, pursuant to a registered Training Agreement, is receiving or is to receive training in a trade that is required as part of an apprenticeship program
- Holds a Training Agreement in either a compulsory or non-compulsory trade;
- Are subject to any ratios that have been set out in regulation and or recommended by industry for their trade(s);
- Remain as an Apprentice until they receive their Certificate of Apprenticeship

#### BOSTA

*Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*

#### Certificate of Apprenticeship (C of A)

A certificate issued to individuals who have demonstrated that they have completed an apprenticeship program in Ontario.

#### Certificate of Qualification (C of Q)

A certificate issued to an individual who has completed an apprenticeship or equivalent AND passed the Certificate of Qualification examination.

#### Competence

The ability of an individual to perform a skill, consistently without assistance, in the workplace as set out in the Logbook.

#### Competency Analysis Profile (CAP Chart)

A chart that identifies the training needs of an individual trade and details the skills/skill sets that must be demonstrated during an apprenticeship program.

#### Journey person

Journey person means an individual who holds a certificate of qualification (in a compulsory or non-compulsory trade) and/or an individual who practices as a journey person in a non-compulsory trade who does not hold a certificate of qualification and has equivalent experience in that trade.

#### Mandatory Skill

Status assigned to unshaded individual skills, skill sets or general performance objectives which must be signed-off for the Apprentice to complete their program.

#### Optional Skill

Status assigned to shaded individual skills, skills sets or general performance objectives for which sign-off is not required for the Apprentice to complete the program.

### **Provisional Certificates of Qualification**

- A Provisional Certificate of Qualification is issued to an individual who has obtained a Certificate of Apprenticeship (in both compulsory and non-compulsory trades) in a program that has a Certificate of Qualification examination, to which the individual has not yet passed the Certificate of Qualification examination.
- A Provisional Certificate of Qualification shall have the prescribed term or, if no term is prescribed, a term of one year.
- In a compulsory trade, the Provisional Certificate of Qualification allows a person to continue working legally in the trade for up to 12 months while they work to pass the certifying exam.
- Individuals with a Provisional Certificate of Qualification are subject to any ratios that have been set out for their trade(s).

### **Ratios**

For the purpose of an Apprenticeship program, a ratio is the maximum number of Journeypersons to Apprentices. The purpose of ratios is to provide consistent supervision, training and continuity of work.

### **Sign-off**

Signature of the Sponsor of record, or an individual to whom that Sponsor has delegated signing authority, (e.g. Trainer) indicating an Apprentice's demonstration of competence.

### **Skill**

Individual competency/task described in the Logbook.

### **Skill Sets**

Group or selection of individual skills found in the Logbook.

### **Skill Set Completion for Sponsors**

Listing for all skill sets and includes space for sign-off by Sponsor of record.

### **Sponsor**

Means a person that has entered into a registered Training Agreement under which the person is required to ensure that an individual is provided with workplace-based training in a trade as part of an apprenticeship program.

### **Sponsor of Record**

Refers to the Sponsor documented as being signatory to the registered Training Agreement or Contract of Apprenticeship. In order for a Sponsor to be considered for the training of Apprentices, they must identify that the workplace has qualified persons or the equivalent on site, and can identify that the workplace has the tools, equipment, materials, and processes which have been identified by the Industry representatives for the trade.

### **Trainer**

An individual who oversees the performance of a task and sets the workplace expectations and practices for the Apprentice. For a compulsory trade, a qualified Trainer is an individual who holds a Certificate of Qualification. In a non-compulsory trade, a Trainer is an individual who either holds a CofQ, CofA, or is considered equivalent.

### Ready to Write Your Exam?

Many of the skilled trades in Ontario have a final certification examination that you must pass to become certified in your trade. Passing the examination gives you the right to hold yourself out as a Journeyperson and receive a Certificate of Qualification in your trade.

There are two types of trade certification examinations in Ontario:

1. Provincial (Ontario) examinations - which lead to a Certificate of Qualification.
2. Red Seal examinations – which lead to a Certificate of Qualification with an Interprovincial Red Seal endorsement.

If a trade is designated as Red Seal in Ontario, you will be writing the Red Seal examination. To access the Red Seal preparation guide please visit: [red-seal.ca](http://red-seal.ca)

### Ontario's Exam Preparation Guide

[Exam Resources – Skilled Trades Ontario](#)

### Basic Examination Details for You to Know

- You will have **up to four hours to write your examination.**
- Accommodations must be requested and approved prior to scheduling your examination.
- You can leave the examination centre if you complete the examination in less than four hours.
- Exam questions are multiple choice with four options from which you must choose the correct answer. Your examination may have between 90 and 150 multiple choice questions.
- You need a mark of 70% to pass.

### Scheduling Your Examination

The examination scheduling process is currently outlined in detail on the Skilled Trades Ontario website: [Exam Scheduling – Skilled Trades Ontario](#)

### Remember these 3 basic steps:

1. Confirm your eligibility to write the examination with Skilled Trades Ontario.
2. Contact Client Services at Skilled Trades Ontario to pay your examination fee.
3. Contact the local Service Delivery Office to schedule your examination in their examination centre: <https://www.ontario.ca/page/employment-ontario-apprenticeship-offices>

### **Instructions for Recording a Change in Sponsor**

1. Record your first sponsor's information in Sponsor Record #1 – this would be the sponsor who has signed your initial apprenticeship Training Agreement for this trade.
2. If you do change sponsors prior to completing this apprenticeship, please contact your local Service Delivery Office immediately to update your sponsor record.
3. Please make sure you record all the information regarding any additional sponsors of record towards your apprenticeship using the Sponsor Records on the following pages (if applicable).

**You must fill out a Change of Sponsor Record each time you change your sponsor.**

**Sponsor Record #1**

Sponsor Information		
Apprentice Name		
Training Agreement #		Date (mm/dd/yy)
Sponsor Name		
Address		
Telephone		
E-mail Address		

Summary of Training	
Employment Start Date	
Employment End Date	
Total hours of training & instruction between dates of employment.	
Skill Sets Completed	

As the Sponsor, I hereby confirm that the above information is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: (mm/dd/yy) \_\_\_\_\_

The Sponsor is required to sign-off and date the skills after the Apprentice has proven competence in those skills. However, if a skill is shaded, it is optional and does not need to be signed-off.

**\*If you need additional copies of the Sponsor Record, visit [SkilledTradesOntario.ca](http://SkilledTradesOntario.ca) and search Sponsor Record Form.**

**Change of Sponsor Record #2**

<b>Sponsor Information</b>		
<b>Apprentice Name</b>		
<b>Training Agreement #</b>		<b>Date (mm/dd/yy)</b>
<b>Sponsor Name</b>		
<b>Address</b>		
<b>Telephone</b>		
<b>E-mail Address</b>		

<b>Summary of Training</b>	
<b>Employment Start Date</b>	
<b>Employment End Date</b>	
<b>Total hours of training &amp; instruction between dates of employment.</b>	
<b>Skill Sets Completed</b>	

As the Sponsor, I hereby confirm that the above information is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: (mm/dd/yy) \_\_\_\_\_

The Sponsor is required to sign-off and date the skills after the Apprentice has proven competence in those skills. However, if a skill is shaded, it is optional and does not need to be signed-off.

**\*If you need additional copies of the Sponsor Record, visit [SkilledTradesOntario.ca](http://SkilledTradesOntario.ca) and search Sponsor Record Form.**

Change of Sponsor Record #3

<b>Sponsor Information</b>		
<b>Apprentice Name</b>		
<b>Training Agreement #</b>		<b>Date (mm/dd/yy)</b>
<b>Sponsor Name</b>		
<b>Address</b>		
<b>Telephone</b>		
<b>E-mail Address</b>		

<b>Summary of Training</b>	
<b>Employment Start Date</b>	
<b>Employment End Date</b>	
<b>Total hours of training &amp; instruction between dates of employment.</b>	
<b>Skill Sets Completed</b>	

As the Sponsor, I hereby confirm that the above information is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: (mm/dd/yy) \_\_\_\_\_

The Sponsor is required to sign-off and date the skills after the Apprentice has proven competence in those skills. However, if a skill is shaded, it is optional and does not need to be signed-off.

**\*If you need additional copies of the Sponsor Record, visit [SkilledTradesOntario.ca](http://SkilledTradesOntario.ca) and search Sponsor Record Form.**



**Change of Sponsor Record #4**

<b>Sponsor Information</b>		
<b>Apprentice Name</b>		
<b>Training Agreement #</b>		<b>Date (mm/dd/yy)</b>
<b>Sponsor Name</b>		
<b>Address</b>		
<b>Telephone</b>		
<b>E-mail Address</b>		

<b>Summary of Training</b>	
<b>Employment Start Date</b>	
<b>Employment End Date</b>	
<b>Total hours of training &amp; instruction between dates of employment.</b>	
<b>Skill Sets Completed</b>	

As the Sponsor, I hereby confirm that the above information is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: (mm/dd/yy) \_\_\_\_\_

The Sponsor is required to sign-off and date the skills after the Apprentice has proven competence in those skills. However, if a skill is shaded, it is optional and does not need to be signed-off.

**\*If you need additional copies of the Sponsor Record, visit [SkilledTradesOntario.ca](http://SkilledTradesOntario.ca) and search Sponsor Record Form.**

## Appendix A — Instructions for Apprenticeship Program Completion

**Once an Apprentice has completed all the classroom training and benchmark on-the-job hours specified for the trade and has acquired all the mandatory skills included in this Logbook.**

The Apprentice and the Sponsor complete the Apprentice Completion Form and the Skill Set Completion for Sponsors Form located on the following pages.

1. They sign the forms and submit them to their local Service Delivery Office. To find the closest office, check the contact information at [ontario.ca/page/employment-ontario-apprenticeship-offices](http://ontario.ca/page/employment-ontario-apprenticeship-offices) or call the *Employment Ontario* toll free number at (1-800-387-5656).
2. For All Trades: All mandatory skills (or the combination indicated in the completion requirements for the trade) in the Logbook must be signed-off. The recommended hours are a benchmark. If the Sponsor is completing the Apprentice before the industry recommended training hours are done, staff may request further information regarding the Apprentice's on-the-job training. An example of a request would be a letter from the Sponsor confirming the Apprentice worked for some time in the trade before the initial Training Agreement was registered, thereby acquiring some skills beforehand.

If Apprentices are submitting the completion request form and supporting documentation to their local Service Delivery Office by mail, fax, or email (as a scanned document), they should not include their Logbook; if they are presenting this form in person at the local Service Delivery Office, they should bring their Logbook with them.

After staff verifies all the information in the completion request, they may contact either the Apprentice or the Sponsor for further information or documentation. Once the completion has been confirmed, the local Service Delivery Office will issue a Certificate of Apprenticeship to the Apprentice.

Skilled Trades Ontario will receive notification of this completion.

- If the Apprentice has completed a program in a **compulsory trade**, Skilled Trades Ontario will automatically register the Apprentice for a Provisional Certificate of Qualification to continue to work legally for one year while preparing for the certification examination.
- If an Apprentice completes their apprenticeship in a **non-compulsory trade** and there is a Certificate of Qualification exam, they must write and pass the exam to receive a Certificate of Qualification from Skilled Trades Ontario.

For permission to schedule an exam once completion is confirmed, the individual must first contact the Skilled Trades Ontario Client Services Department at 647-847-3000 or toll free at 1-855-299-0028 to pay the certification examination fee. Once you have paid your exam fee with Skilled Trades Ontario, book your exam by contacting your nearest Employment Ontario local Service Delivery Office.

## Appendix B — Apprentice Completion Form

Please fill out both sides of this form, including the Skill Set Completion for Sponsors (see back of form). Once both sides are completed, submit the form to your local Service Delivery Office (find contact information at [ontario.ca/page/employment-ontario-apprenticeship-offices](http://ontario.ca/page/employment-ontario-apprenticeship-offices) or by calling Employment Ontario at (1-800-387-5656).

Apprentice Information	
Name (print)	
Client ID # Issued by Ministry	
Telephone Number(s)	

Sponsor Information	
Legal Name	
Address	
Telephone Number(s)	
Sponsor's Signing Authority ( <i>print name</i> )	
E-mail Address	

Program Information	
Trade Name	
Number of hours required as per Training Agreement ( <i>hours-based trades only</i> )	
Hours completed? ( <i>documentation attached</i> )	Yes ( )    No ( )    Not applicable ( )
Classroom training completed or exempt?	Yes ( )    No ( )    Not applicable ( )

I hereby confirm that the information submitted on both sides of this form is true and accurate.

X \_\_\_\_\_  
Apprentice's Signature      Date

X \_\_\_\_\_  
Signature of Sponsor's Signing Authority      Date

### Appendix C — Skill Set Completion for Sponsors

You will find the skill set numbers and titles in the Logbook's Table of Contents. By signing off each skill set in the table below, you are providing final confirmation, as the Apprentice's Sponsor, that the Apprentice has demonstrated competency in all the mandatory skills included in the skill set.

Skill Set #	Skill Set Title	Signing Authority Signature
<b>620B - 1</b>	Protect Self and Others	
<b>620B – 2</b>	Participate in Personal/Staff Development and Program Review	
<b>620B – 3</b>	Interact With Parents	
<b>620B – 4</b>	Develop a Holistic Learning Environment	
<b>620B – 5</b>	Interact With Children and Infants	
<b>620B – 6</b>	Provide Administrative Support	
<b>620B– 7</b>	Perform Organizational and Planning Duties	
<b>620B – 8</b>	Communicate Teachings	

#### Ministry of Labour, Immigration, Training and Skills Development use only:

Sponsor verified as most recent sponsor of record: Yes ( ) No ( )

Documentation to support completion of hours attached: Yes ( ) No ( )

Completion of classroom training verified: Yes ( ) No ( )

Staff Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix D — Local Service Delivery Offices in Ontario

For current office listings visit: [ontario.ca/page/employment-Ontario-apprenticeship-offices](http://ontario.ca/page/employment-Ontario-apprenticeship-offices)

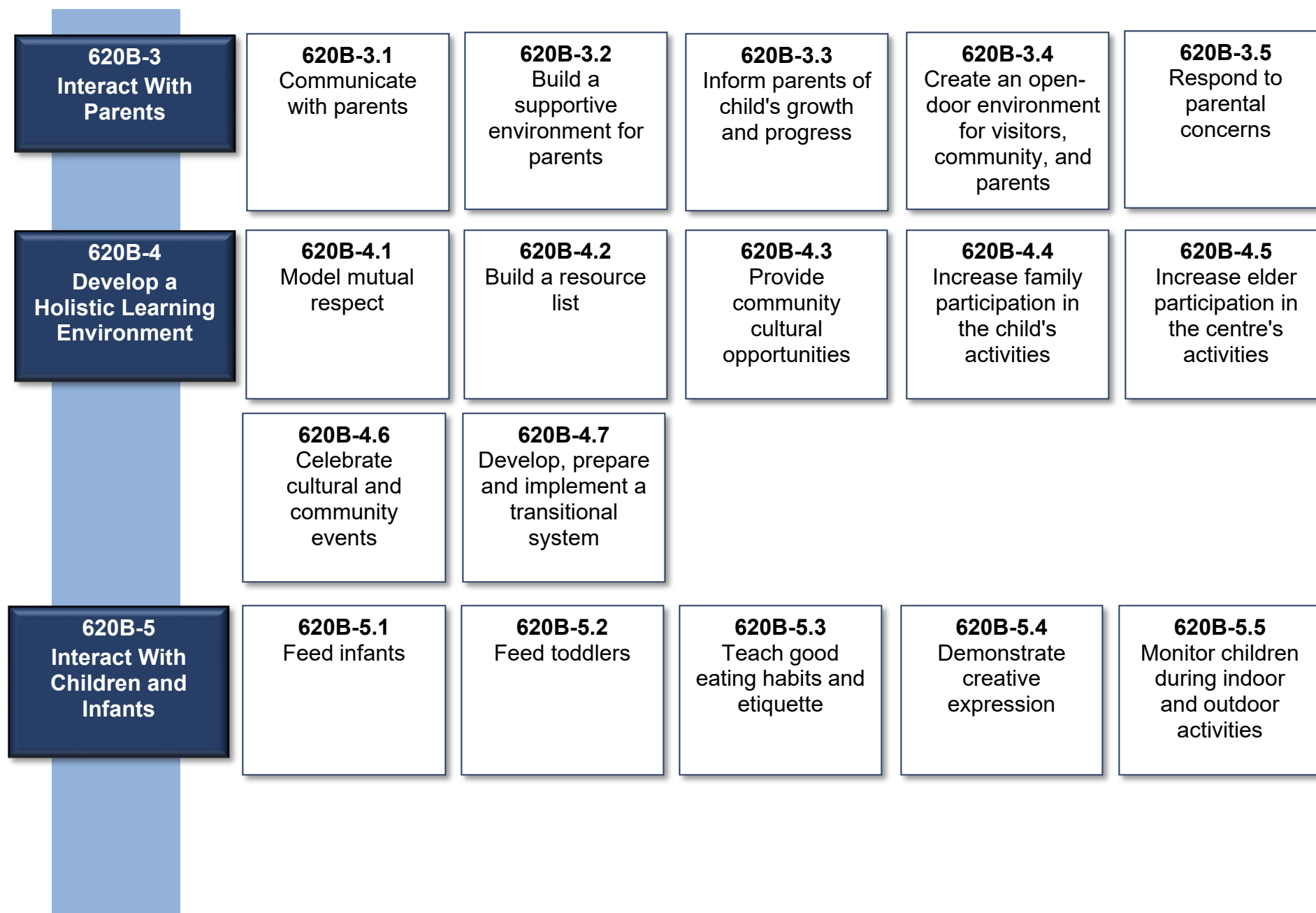
Location	Contact	Location	Contact
<b>Barrie</b> 705-737-1431	55 Cedar Pointe Dr Unit 609, Barrie, ON L4N 5R7	<b>Marathon</b> 807-346-1550	52 Peninsula Road, Suite 103 Marathon, Ontario, P0T 2E0
<b>Belleville</b> 613-968-5558 1-800-953-6885	135 North Front St, Belleville, ON K8P 3B5	<b>Markham</b> 905-513-2695	140 Allstate Parkway, Suite 505, Markham, Ontario L3R 5Y8
<b>Brantford</b> 519-756-5197	505 Park Rd North Suite 201, Brantford, ON N3R 7K8	<b>North Bay</b> 705-495-8515 1-800-236-0744	200 First Ave West, North Bay, ON P1B 3B9
<b>Chatham</b> 519-354-2766 1-800-214-8284	870 Richmond St West 1st Floor, Chatham, ON N7M 5J5	<b>Ottawa</b> 613-731-7100 1-877-221-1220	Preston Square, 347 Preston Street, Suite 310, Ottawa, ON K1S 3H8
<b>Cornwall</b> 613-938-9702 1-877-668-6604	132 Second St East Ste 202, Cornwall, ON K6H 1Y4	<b>Owen Sound</b> 519-376-5790 1-800-838-9468	1450 1st Ave West, Suite 100, Owen Sound, ON N4K 6W2
<b>Dryden</b> 807-456-2665 1-800-734-9572	Provincial Government Building, 479 Government St, Dryden, ON P8N 3K9	<b>Peel</b> 905-279-7333 1-800-736-5520	The Emerald Centre, 10 Kingsbridge Garden Circle, Suite 404, Mississauga, ON L5R 3K6
<b>Durham</b> 905-433-0595 1-800-461-4608	78 Richmond Street West, Oshawa, ON L1G 1E1	<b>Pembroke</b> 613-735-3911 1-800-807-0227	615 Pembroke St East, Pembroke, ON K8A 3L7
<b>Elliot Lake</b> 1-800-236-8817	50 Hillside Dr North, Elliot Lake, ON P5A 1X4	<b>Peterborough</b> 705-745-1918 1-877-433-6555	901 Lansdowne St West, Peterborough, ON K9J 1Z5
<b>Fort Frances</b> 807-274-8634	922 Scott St 2nd Flr, Fort Frances, ON P9A 1J4	<b>Sarnia</b> 519-542-7705 1-800-363-8453	162 Lochiel Street, Suite 101, Sarnia, ON N7T 7W5
<b>Geraldton</b> 807-854-1966	208 Beamish Avenue West Geraldton, Ontario P0T 1M0	<b>Sault Ste. Marie</b> 705-945-6815 1-800-236-8817	477 Queen St East 4th Flr, Sault Ste Marie, ON P6A 1Z5
<b>Halton</b> 905-842-5105 1-844-901-5105	700 Dorval Dr., Suite 201, Oakville, ON L6K 3V3	<b>St Catharines</b> 905-704-2991 1-800-263-4475	Garden City Tower, 301 St Paul St East, 10th Flr, St Catharines, ON L2R 7R4
<b>Hamilton</b> 905-521-7764 1-800-668-4479	Ellen Fairclough Bldg, 119 King St West 8th Flr, Hamilton, ON L8P 4Y7	<b>Sudbury</b> 705-564-3030 1-800-603-5999	159 Cedar St Ste 506, Sudbury, ON P3E 6A5
<b>Kapuskasing</b> 705-465-5785 705-235-1950	Ontario Government Complex, 122 Government Rd West, Kapuskasing, ON P5N 2X8	<b>Thunder Bay</b> 807-346-1550 1-800-439-5493	189 Red River Rd Suite 103, Thunder Bay, ON P7B 1A2
<b>Kenora</b> 807-468-2879 1-800-734-9572	227 1/2 Second St South, Kenora, ON P9N 1G4	<b>Timmins</b> 705-235-1950 1-877-275-5139	Ontario Government Complex, 5520 Highway 101 East Wing B, South Porcupine, ON P0N 1H0
<b>Kingston</b> 613-548-1151 1-866-973-4043	Alliance Business Centre, 299 Concession St Ste 201, Kingston, ON K7K 2B9	<b>Toronto Centre</b> 416-927-7366 1-800-387-5656	2 St Clair West, 11 <sup>th</sup> floor Toronto, ON M4A 1L5
<b>Kitchener</b> 519-653-5758 1-866-877-0099	4275 King St East, Kitchener, ON N2P 2E9	<b>Toronto South</b> 416-326-5800	625 Church St 1st Fl, Toronto, ON M7A 2B5
<b>London</b> 519-675-7788 1-800-265-1050	1200 Commissioners Rd E, Unit 72, London, ON N5Z 4R3	<b>Windsor</b> 519-973-1441	Roundhouse Centre, 3155 Howard Ave 2nd Fl, Suite 200, Windsor, ON N8X 4Y8

**Competency Analysis Profile: Aboriginal Child Development Practitioner** *(all unshaded skill sets must be completed)*

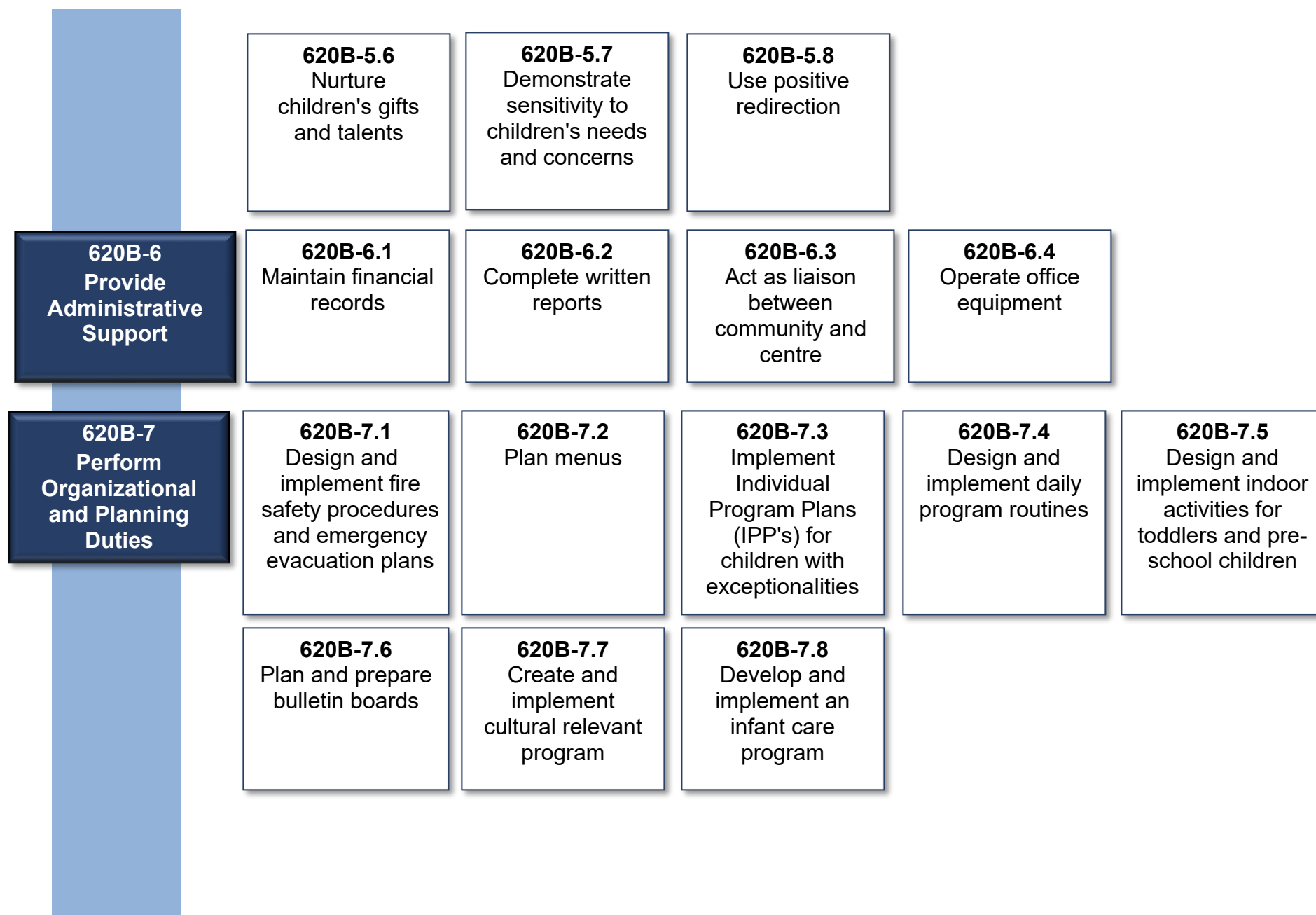
**Competency Analysis Profile (CAP) Chart**

<b>620B-1</b> <b>Protect Self and Others</b>	<b>620B-1.1</b> Practice fire drills	<b>620B-1.2</b> Prepare playroom environment	<b>620B-1.3</b> Provide a clean playground and playroom environment	<b>620B-1.4</b> Plan and prepare for bus trips	<b>620B-1.5</b> Provide a safe environment
	<b>620B-1.6</b> Isolate sick or contagious children	<b>620B-1.7</b> Perform laundry duties	<b>620B-1.8</b> Administer medication	<b>620B-1.9</b> Apply basic first aid	<b>620B-1.10</b> Plan, prepare, and administer an emergency plan
<b>620B-2</b> <b>Participate in Personal/Staff Development and Program Review</b>	<b>620B-2.1</b> Practice and participate in constructive feedback	<b>620B-2.2</b> Practice and demonstrate a professional manner	<b>620B-2.3</b> Keep current with legislation, policies, and procedures	<b>620B-2.4</b> Build team relationships	<b>620B-2.5</b> Participate in staff training
	<b>620B-2.6</b> Build working relationships	<b>620B-2.7</b> Maintain inventory	<b>620B-2.8</b> Assist in staff orientation	<b>620B-2.9</b> Keep current with First Aid legislation and practices	<b>620B-2.10</b> Keep current with Infant CPR legislation and practices
	<b>620B-2.11</b> Participate in personnel evaluations on self and co-workers	<b>620B-2.12</b> Participate in environmental scans	<b>620B-2.13</b> Evaluate programs	<b>620B-2.14</b> Complete needs assessments/an analysis of child/children	<b>620B-2.15</b> Develop and implement staff training programs

**Competency Analysis Profile: Aboriginal Child Development Practitioner** *(all unshaded skill sets must be completed)*



**Competency Analysis Profile: Aboriginal Child Development Practitioner** *(all unshaded skill sets must be completed)*





**Competency Analysis Profile: Aboriginal Child Development Practitioner** *(all unshaded skill sets must be completed)*

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**620B-8**  
**Communicate**  
**Teachings**

**620B-8.1**  
Teach personal  
hygiene

**620B-8.2**  
Teach toilet  
training

**620B-8.3**  
Teach social  
skills

**620B-8.4**  
Teach colours,  
alphabet, and  
numbers

**620B-8.5**  
Develop large  
and small motor  
skills

**620B-8.6**  
Teach values  
and beliefs

**620B-8.7**  
Develop and  
teach social skills

**620B-8.8**  
Teach  
community  
history

**620B-8.9**  
Teach about  
Nature and  
Creation

**620B-8.10**  
Teach music

[illegible]

# Completing Your Apprenticeship Program

Once your sponsor agrees you are competent in the required skills, your hours are complete and you have completed all the levels of classroom training required for your trade:

- ✓ Follow the completion instructions on the Completion Form (Appendix A) in the Logbook.
- ✓ Answer any questions that MLITSD staff may have and provide any additional completion documentation that may be required.
- ✓ Once completion is confirmed, MLITSD will issue you a Certificate of Apprenticeship and notify Skilled Trades Ontario.

## After Your Apprenticeship

If you are in a trade with a certification exam, Skilled Trades Ontario will receive notice of your completion.

For compulsory trades, you will be issued a Provisional Certificate of Qualification which will allow you to work legally for up to 12 months until you write and pass your examination.

For a non-compulsory trade, once you pass your examination, you will be issued a Certificate of Qualification for your trade.

## Preparing For Your Exam

- **To pay for a Certificate of Qualification examination, contact Skilled Trades Ontario** Client Services Department at: 647-847-3000 or toll free at 1-855-299-0028
- **To schedule your exam:** Once you have paid, contact your local Service Delivery Office to book your exam.
- **Download Skilled Trades Ontario exam preparation guide at:** [Exam Resources – Skilled Trades Ontario](#) and/or view the exam preparation guide for Red Seal trades at: [red-seal.ca](http://red-seal.ca)



[SkilledTradesOntario.ca](https://www.skilledtradesontario.ca)