



**Skilled  
Trades**  
Ontario

**Métiers  
spécialisés**  
Ontario

Apprenticeship  
Training Standard  
Logbook

**Child Development  
Practitioner**

620C

2017

# 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.**

# Child Development Practitioner

## A Pathway to becoming a Registered Early Childhood Educator in Ontario

LEGEND	
Skilled Trades Ontario	STO
Ministry of Labour, Immigration, Training and Skills Development	MLITSD
College of Early Childhood Educators	CECE
Child Development Practitioner	CDP
Registered Early Childhood Educator	RECE

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

Phase #2: Apprenticeship

Access your Apprenticeship Training Standard Logbook\*\* 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 in-school training**  
Complete the 750 hours of in-class training as set out in the Curriculum Training Standard established by STO at an Ontario College of Arts and Technology approved by MLITSD.

**Complete on-the-job training**  
Complete the competencies set out in the Apprenticeship Training Standard Logbook established by STO; benchmark to become competent is 5280 hours

Phase #3: STO/MLITSD Certification

Review and finalize your logbook with your sponsor

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

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

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

Certificate of Apprenticeship is issued

**Note:** Diploma requirements vary depending on the Ontario College of Applied Arts and Technology program; in general, bridging should be done at the same College where in-school apprenticeship training was completed.

Phase #4: ECE Bridging

Complete additional course and practical requirements and obtain an Early Childhood Education (ECE) Diploma

**Note:** Becoming a member of the CECE is required to become an RECE. Individuals may work in the field without being an RECE, but may be limited in the work they may perform and cannot hold themselves out as, nor use the titles RECE or ECE.

Join the College of Early Childhood Educators (CECE) (provided all other membership requirements are met; for more information visit: <https://www.college-ece.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](http://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](http://Skilled Trades Ontario.ca).

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*Maintained with transfer to Skilled Trades Ontario 2017 (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 journeyman/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
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="https://www.skillszone.ca/">https://www.skillszone.ca/</a>
Association Early Childhood Educators Ontario	<a href="https://www.aeceo.ca">https://www.aeceo.ca</a>
Association Francophone à l'éducation des services à l'enfance de l'Ontario	<a href="https://afeseo.ca">https://afeseo.ca</a>
Canadian Child Care Federation	<a href="https://www.cccf-fcsqe.ca">https://www.cccf-fcsqe.ca</a>
College of Early Childhood Educators (CECE)	<a href="https://www.college-ece.ca">https://www.college-ece.ca</a>
Ministry of Children and Youth Services (MCYS)	<a href="https://www.children.gov.on.ca">https://www.children.gov.on.ca</a>
Ministry of Education	<a href="https://www.edu.gov.on.ca">https://www.edu.gov.on.ca</a>
Ministry of Health and Long Term Care	<a href="https://www.health.gov.on.ca">https://www.health.gov.on.ca</a>
Ontario Association of Children's Aid Societies	<a href="https://www.oacas.org">https://www.oacas.org</a>
Ontario Coalition for Better Child Care	<a href="https://www.childcareontario.org">https://www.childcareontario.org</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 Child Development Practitioner 620C 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 Child Development Practitioner is set out in section 28 of Ontario Regulation 875/21 under BOSTA and reads as follows:

28. The scope of practice for the trade of child development practitioner includes,
- (a) assisting a registered early childhood educator with the planning of activities; and
  - (b) under the direction of a registered early childhood educator, implementing 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 28 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 5280 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 750 hours of in-school training as the duration necessary for an Apprentice to complete the in-school curriculum for this program.

#### Total Training Hours

6030 hours

### Journeyman to Apprentice Ratio

#### Industry Recommended Ratios:

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

**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.

For the purpose of this program, industry also recommends that a competent Mentor/Trainer is a Registered Early Childhood Educator (RECE), when possible. However, industry acknowledges that in some cases (particularly in rural and remote communities), a 1 to 1 ratio based on a RECE may be difficult to achieve. Therefore, adjustments and flexibility can be made. In these circumstances, industry recommends that the sponsor ensure that the designated Mentor/Trainer has the skills and dedicated time necessary to coach and mentor the apprentice when they are not a RECE. Industry also acknowledges that the Ministry of Education may designate an authorized and qualified individual to take the place of a Registered Early Childhood Educator.

**Ratios – Child Care and Early Years Act, 2014**

It is important for the Apprentice to be aware that the Child Care and Early Years Act, 2014 establishes ratios of employees to children and group size. For more information, please check O. Reg. 137/15.

## Program Requirements

### Compulsory and Non-compulsory Classification

Regulations under the *Building Opportunities in the Skilled Trades Act*, classify each trade as either “compulsory” or non-compulsory.” This trade 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**

Following completion of the Child Development Practitioner Apprenticeship Program, Certificate of Apprenticeship (C of A) holders, have the opportunity to bridge to the Early Childhood Educator (ECE) diploma. Holders of the ECE diploma working within the sector may be subject to the following provisions under the College of Early Childhood Educators (CECE):

### **Requirements under the College of Early Childhood Educators – Early Childhood Education as a regulated profession**

The practice of early childhood education in Ontario is regulated by the College of Early Childhood Educators in accordance with the Early Childhood Educators Act, 2007 and the regulations and by-laws made under that Act.

The Early Childhood Educators Act, 2007, established the College of Early Childhood Educators (CECE). The Act includes:

- A definition of what constitutes the practice of the profession;
- A requirement for persons to be members in order to practise the profession;
- Title protection authorizing only members of the College to use the titles "early childhood educator" or "registered early childhood educator" or an abbreviation;
- Roles and responsibilities of the Registrar; Registration Appeals, Complaints, Discipline, Fitness to Practise Committees; and
- Transitional provisions.

For more information on the requirements of the College of Early Childhood Educators, please go to: <https://www.college-ece.ca>

### **For Early Childhood Educators and Assistants - National Occupational**

**Classification (NOC) 4214**, the Government of Canada has identified the following essential skills: Reading, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, Digital Technology, Working with Others and Continuous Learning. These skills are integrated into this apprenticeship training standard. The Essential Skills profile for Early Childhood Educators and Assistants can be found at [http://www.jobbank.gc.ca/es\\_all-eng.do](http://www.jobbank.gc.ca/es_all-eng.do)

### **Other Required Certification(s) (if applicable):**

During the course of training and work, Child Development Practitioners may engage in additional certifications or training such as:

- Standard First Aid
- CPR level C
- WHMIS
- Anaphylaxis training
- Crisis intervention training
- Food handling
- Other training as mandated

Certification and training requirements including renewal vary depending on the certification/training.

### **Vulnerable Sector Checks**

It is important to remember that, pursuant to the Staff Screening measures and Criminal Reference Check sections of the Child Care and Early Years Act, 2014, Child Development Practitioners, Early Childhood Educators and others working in this sector in Ontario require a Vulnerable Sector Check for the purpose of continuing employment. In Ontario, licensees are required to obtain Vulnerable Sector Checks from all employees, volunteers, and students.

For Ontario Youth Apprenticeship Program Participants: No person under the age of 18 is required to obtain a Vulnerable Sector Check. However within one month after the person turns 18 years old, they are required to provide a statement that discloses every previous finding of guilt under the Youth Criminal Justice Act (Canada), if the person received an adult sentence.

A Vulnerable Sector Check is then required within one month after the individual turns 19.

Renewal requirements of the Vulnerable Sector Check is set out in regulation. A new Vulnerable Sector Check is required every five years. In the years a Vulnerable Sector Check is not required, individuals must sign an offence declaration.

### **Continuing Professional Learning (CPL) Requirements under the College of Early Childhood Educators (CECE):**

On January 1, 2016, Ontario Regulation 359/15: Continuous Professional Learning made under the Early Childhood Educators Act, 2007 (Continuous Professional Learning Regulation) came into force. This regulation requires all Registered Early Childhood Educators to fulfil the requirements of the Continuous Professional Learning (CPL) program of the College of Early Childhood Educators.

The CPL Program Requirements include that all members of the College must complete the following CPL program requirements in the order listed below:

1. Expectations for Practice Module (2016 edition)
2. Self-Assessment Tool (2017 edition)
3. Professional Learning Plan (2017 edition)
4. Engage in and complete the activities set out in the Professional Learning Plan
5. Record of Professional Learning (2017 edition).

The Self-Assessment Tool, Professional Learning Plan, engagement in the activities set out in the Professional Learning Plan, and the Record of Professional Learning are components of the two-year CPL Portfolio Cycle.

For more information on the College of Early Childhood Educators' CPL requirements, please go to: [www.college-ece.ca](http://www.college-ece.ca)

### **Settings for Completing the Child Development Practitioner Apprenticeship**

The Child Development Practitioner apprenticeship program covers a vast array of skills crossing multiple age groups and working environments.

Child Development Practitioner Apprentices may train in multiple work environments such as:

- Family Support Programs
- Child Care Resource Centres,
- Better Beginnings Better Futures,
- Ontario Early Years Centres,
- Parent and Family Literacy Centres,
- Licensed Child Care Centres,
- Kindergarten programs,
- Licensed before and after school programs
- Nursery Schools
- Pre-schools
- Montessori schools

Apprentices should ensure that they work in an environment that allows them to practise the skills required to becoming a competent Child Development Practitioner. Apprentices may be required to seek out multiple work environments to obtain all skills within this log book (see page 15 – completion requirements).

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

Industry Safety Standards which are based upon:

- Occupational Health and Safety Legislation and Regulations;
- Jurisdictional legislation and regulations, codes and standards (municipal bylaws etc.)
- Company policies and procedures
- All applicable manufacturers specifications and engineering specifications



## 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



## General Introduction to the 6 Skill Sets In the Child Development Practitioner Training Standard

All six skill sets in the Child Development Practitioner Apprenticeship Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

To effectively use this document, Mentor/Trainer and Apprentices should consider how all the skills work together to provide the best learning experience and outcomes for children, families and educators.

The Child Development Practitioner Apprenticeship Program is an alternate pathway towards the Early Childhood Education diploma. Consequently, all skill sets within this log book are aligned with the expectations and requirements of the Code of Ethics and Standards of Practice of the College of Early Childhood Educators.

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### 9201.0 Practice and Promote Health, Safety and Well Being

#### Skill Set Descriptor

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

Child Development Practitioners develop and maintain settings and environments that promote health, safety and well-being for everyone including children, parents/families, visitors and the community.

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#### Skills

##### 9201.01 Ensure a Safe Environment by:

- Planning and adapting practices to enhance safety and accessibility for children and others in the learning environment;
- Interpreting and applying the *Occupational Health and Safety Act*;
- Monitoring the safety of the indoor learning environment;
- Monitoring the safety of the outdoor play area such as performing daily/monthly/seasonal yearly inspections;
- Ensuring barrier-free pathways and access according to fire legislation;
- Removing obstacles such as tripping and slipping hazards;
- Scanning the environment continually;
- Informing direct supervisor of any hazards (such as broken toys, furniture);
- Fixing or disposing of broken items;
- Being aware of building site plans;

- Being aware of the designated health and safety representatives as required;
- Responding to unsafe and emergency situations as required;
- Implementing security procedures including ensuring emergency contact information and consent is up to date, requesting and verifying identification, ensuring children are released only to the authorized individual, ensuring visitors are properly identified and verified (such as Children’s Aid Societies (CAS), inspectors, health unit, para-professionals);
- By supervising children (actively) in indoor and outdoor environments at all times; and,
- By practising safe work practices and ergonomics such as back care and lifting, no climbing.

To ensure the safety of children, self and others according to the *Child Care and Early Years Act, Occupational Health and Safety Act*, legislation, regulation, and organizational policies and procedures.

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. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible**

**9201.02 Respond to Serious Occurrences** including serious injury, missing child (known and unknown), disaster on premises, complaint about service standard and others (such as disease outbreak, anaphylactic occurrence, asthma crisis, diabetic shock, ambulance called, catastrophic accident, death, abuse) by;

- Identifying relevant procedures applicable to the occurrence;
- Implementing procedures and policies as applicable;
- Contacting parents/guardians as required;
- Notifying direct supervisor and following chain of command;
- Documenting details of the occurrence as required;
- Ensuring reporting requirements are met within specific time frames;
- Remaining calm;
- Ensuring other children/ staff are safe;
- Ensuring posting requirements are met;
- Debriefing situation as necessary; and,
- Implementing changes to practice, procedures and protocols based on situation or recommendations as required;

To ensure the safety of children, self and others according to the *Child Care and Early Years Act, Occupational Health and Safety Act*, legislation, regulation, and organizational policies and procedures.

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

- 9201.03 Handle hazardous materials** (such as toxins, utensils/syringes, hot liquids, plants, yard care products, cleaning products, pesticides) by:
- Ensuring hazardous materials are labelled according to WHMIS requirements;
  - Ensuring MSDS sheets are logged for all hazardous materials;
  - Ensuring hazardous materials are stored correctly according to label and WHMIS requirements;
  - Testing proper ratios for chemicals to water for the purpose of sanitization and/or universal precautions when required (such as kitchen);
  - Ensuring required training is achieved (such as WHMIS);
  - Ensuring protective equipment is worn as required;
  - Ensuring chemicals are not mixed by accident or intentionally (such as using cleaning products after a specific play product);
  - Ensuring personal belongings which may contain hazardous materials (i.e. nail polish, cigarettes, lighter, make-up, pocket knife) are stored as required and out of children’s reach.

To ensure the safety of the child and practitioner according to the *Occupational Health Safety Act, Child Care and Early Years Act, Education Act, Hazardous Products Act*, legislation, regulation centre policies and procedures.

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

**9201.04 Handle Food and Drink Items by:**

- Ensuring the item is in its original container/package as required;
- Ensuring the expiration date has been validated;
- Ensuring child specific items brought in parents/guardians are labelled with the child's name;
- Ensuring anaphylactic policies (such as nut and peanut safe, egg, lactose) are followed;
- Conducting food preparation (such as cutting, slicing, cooking) to prevent food cross contamination and ensure safety;
- Meeting food preparation guidelines such as food temperature requirements, fridge temperature requirements, freezer lock, applicable sanitation practices;
- Ensuring storage requirements specific to the item are met.

To prevent cross contamination and ensure safety of child, practitioner and community; According to *Occupational Health and Safety Act*, Public Health Units, *Childcare and Early Years Act*, legislation, regulation and organizational policies and procedures.

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

**9201.05 Handle Medications by:**

- Ensuring medication is in its original container/package;
- Ensuring prescribed medication is labelled with the child's name, date of purchase and expiry, dosage, frequency of dosage, name of the medication, doctor's name, lot number, instructions for storage and administration.  
Label should be an official pharmacy label (no hand written).
- Ensuring non-prescribed medication such as sunscreen, cough syrup is labelled with child's name, date of purchase and expiry, dosage, frequency of dosage, name of the medication, doctor's name, lot number, instructions for storage and administration.
- Ensuring written consent/authorization from parent/guardian;
- Ensuring medication (prescribed and non-prescribed) is stored correctly according to instructions (i.e. refrigerated vs non-refrigerated), at the proper temperature, secured according to requirements (i.e. inaccessible at all times to children, in locked container);
- Ensuring medication handling exemptions are applied where applicable such as carrying emergency allergy medication, asthma medication;



- Ensuring there is a written procedure for medication handling exemptions;
- Ensuring personal belongings which may contain medications are stored and documented as required and out of children’s reach; and,
- Ensure training for the administration of the medication;

To prevent cross contamination, misuse and ensure safety of child, practitioner and community;

According to the *Childcare and Early Years Act, Education Act*, Ministry of Education, *Controlled Drugs and Substances Act*, legislation, regulation and organizational policies and procedures.

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

**9201.06 Administer Medications by:**

- Maintaining awareness of child specific medical needs and requirements;
- Acquiring necessary training as required;
- Verifying the authorization from parent/guardian;
- Identifying the child requiring medication through visual cues such as necklaces;
- Following the medical administration schedule/plan set out by the parent/guardian and doctor such as dosage, time;
- Following dosage instructions on the label as required (label vs parent instruction);
- Checking expiry dates prior to usage;
- Implementing a bring forward system for regular medication to ensure up to date;
- Using the appropriate methodology for administration of medication such as oral, rectal, feeding tubes, pumps, needles, pens;
- Following special instructions such as specific food and beverage intake requirements with medication;
- Documenting the dose, time, child’s reaction and signature;
- Verifying with supervisor/trainer to ensure proper implementation; and,
- Contacting colleague/supervisor/parent/guardian when complications arise.

To ensure child health needs and safety of the child are met;

According to legislation, regulation, organizational policies and procedures, parents/guardian and health professional.

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

**9201.07 Respond to Signs and Symptoms of Unexpected Ill Health and Communicable Diseases** (excludes known conditions) by:

- Maintaining up to date knowledge on signs, symptoms, incubation and quarantine periods, reportable vs non-reportable, communicable vs non-communicable and other details as applicable for diseases and illnesses common to the sector (such as chicken pox, pink eye, fifth disease, hand foot and mouth disease, strep throat, cold and flu, fever, diarrhea, outbreak);
- Conducting daily observation and scanning of each child in care and staff before associating with other children, staff and visitors in order to detect possible signs and symptoms of ill health;
- Recognizing signs and symptoms as they occur;
- Following protocols when symptoms are recognized such as taking temperature;
- Isolating individuals with possible infection or illness;
- Maintaining awareness of individual health and immunization statuses;
- Identifying specific individuals who may be at increased risk;
- Communicating with other individuals in the facility, parents/guardians, organizational representatives and public health when necessary;
- Logging occurrences as required;
- Recognizing a serious occurrence (such as outbreak, ambulance call) and completing reporting requirements as necessary; and,
- Implement universal precautions when necessary (if bodily fluids are present);

To ensure safety of child, practitioner and community;

According to Public Health Ontario and the Local Public Health Units/Medical officer of health, legislation, regulation, organizational policies and procedures.

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

**9201.08 Implement Procedures Related to Universal Precautions** by:

- Ensuring proper handwashing hygiene;
- Ensuring sanitization of required areas such as diapering area, eating area, toys, beds, door handles, toilets and other areas as necessary by completing the task on own or ensuring person assigned completes the task;
- Responding to bodily fluid accidents and secretions (such as urine, faeces, vomit, blood, mucous);
- Wearing protective equipment such as masks, gloves, gowns as required; and,
- Reporting;

In order to prevent cross contamination and protect child, practitioner, community and others;

According to Public Health Ontario and the Local Public Health Units/Medical officer of health, legislation, regulation and organizational policies and procedures.

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

**9201.09 Respond to Basic Individual Needs of the Child** such as food, clothing, shelter by:

- Ensuring toileting and diapering needs are met;
- Meeting sheltering requirements (such as determining when it is acceptable for children to play outdoors based on temperature, air quality, age);
- Ensuring clothing requirements are met (fit, weather specific, clean);
- Ensuring adequate child hygiene and address concerns with parent/guardian;

- Accommodating for allergies, intolerances and restrictions (environmental and nutritional);
- Accommodating for Special Nutritional Requirements (cultural, religious); and,
- Adapting and modifying the environment to respond to individual children’s needs.

According to *Childcare and Early Years Act*, Occupational Standards, Code of Ethics and Standards of Practice, legislation, regulation and organizational policies and procedures.

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

**9201.10 Promote a healthy lifestyle by;**

- Promoting and modelling good hygiene habits, healthy eating, and physical exercise by engaging in children’s play;
- Collaborating with other agencies to enhance health in the program;
- Providing opportunities for outdoor activities;
- Supporting parents/guardian in keeping a balanced home life for children;
- Applying strategies to maintain a healthy work life balance;
- Dressing accordingly.

According to Occupational Standards and sector pedagogy, organizational policies and procedures.

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

- 9201.11 Foster the development of children’s ability to self-regulate** by:
- Supporting the child’s autonomy to understand and make decisions;
  - Refraining from imposing practitioner’s schedule on the child;
  - Supporting the child’s ability to get to know themselves;
  - Supporting the child’s capacity to understand emotions;
  - Supporting the child’s ability to communicate needs, wants and thoughts;
  - Demonstrating sensitivity to children’s emotions and guiding them to deal with the applicable situation;
  - Being creative in approach and intervention;
  - Providing opportunities to self-regulate by offering safe space and time for individual reflection;
  - Understanding the causes and stressors for the child and assisting the child in mitigating those stressors;
  - Assisting the child to determine strategies to address the stressor;
  - Helping children to develop relaxation techniques.

According to Occupational Standards and sector pedagogy, organizational policies and procedures.

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

- 9201.12 Identify when a Child may be in need of protection** by;
- Maintaining confidentiality to protect the child and family;
  - Informing parents/guardians and staff about legislation and program expectations related to behavioural guidance and the rights of the child;
  - Keeping up to date with community resources to support families and colleagues;
  - Maintaining open communication with families;
  - Maintaining training for self and colleagues in relation to child protection and duty to report;
  - Keeping up to date with advisories and notices from the College of Early Childhood Educators;
  - Recognizing signs and symptoms of abuse and neglect; and,
  - Observing and documenting physical and behavioural indicators;

According to the *Child Care and Early Years Act 2014*, the *Child and Family Services Act*, *Education Act*, legislation, regulation and organizational policies and procedures.

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

**9201.13 Report when a Child is in Need of Protection** by;

- Following Child Abuse Reporting Protocols;
- Contacting police when required (such as circumstances involving intoxication, active violence, escalating situations, legal guardianship issues);
- Reporting on an ongoing basis as required;
- Recognizing and following the special responsibilities of professionals (including child development practitioners) to report (“operators or employees of child care programs or centres”); and,
- Recognizing the consequences of not reporting;

According to the *Child Care and Early Years Act*, the *Child and Family Services Act* (Reporting Child Abuse and Neglect – It’s Your Duty), *College of Early Childhood Educators Act* and advisories, *Education Act*, legislation, regulation and organizational policies and procedures.

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

**9201.14 Perform Housekeeping Duties** by;

- Cleaning and sanitizing as required;
- Storing tools, equipment and toys;
- Keeping centre clear of hazards and obstructions to prevent accidents and personal injury

To ensure the safety of children, self and others according to the *Child Care and Early Years Act*, *Occupational Health and Safety Act*, legislation, regulation, and organizational policies and procedures.

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

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**9202.0 Perform Administrative and Organizational Duties**

**Skill Set Descriptor**

All six skill sets in the Child Development Practitioner Training Standard Log book are inter- related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

This skill set establishes the legislative documentation and reporting framework for the other skill sets.

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**Skills**

**9202.01 Maintain daily attendance records by:**

- Verifying the identity of the child;
- Recording the attendance;
- Ensuring sign in and sign out;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter- disciplinary team members as required;
- Keeping copy of records as required; and,
- Ensuring the confidentiality of children’s records and data.

In an accessible and consistent place; to gather information as required, to indicate child’s presence or absence and to ensure the safety of the child according to Childcare and Early Years Act, organizational policies and procedures.

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. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible**

**9202.02 Complete medical, health and nutritional reporting and posting requirements** such as accidents, incidents and serious occurrences reports, recording symptoms of ill health, reporting illnesses to parents/guardians and health unit, allergy lists, and menu changes by:

- Documenting information as required;
- Completing forms as required;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter- disciplinary team members as required;
- Posting information (such as in clear view) as required; and,
- Notifying/Sending the report to other parties as required; and,
- Ensuring the confidentiality of children's records and data.

According to the *Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

**9202.03 Maintain up to date children's records** such as new enrolment records, contact information and documentation on child's progress by:

- Ensuring new enrolments are included with every child;
- Distributing new enrolment records to all relevant staff;
- Changing or amending records as required;
- Checking children's enrolment records for dietary restrictions, allergies and medical conditions as required;
- Documenting child's progress;



- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter- disciplinary team members as required; and
- Ensuring the confidentiality of children’s records and data.

To ensure safety and support the development of the child according to the *Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

**9202.04**     **Complete facility and maintenance records** such as water flushing records, safety checks, playground inspections, cleaning and facility maintenance reports, emergency and emergency evacuation reports and inventory records by:

- Completing written documentation in a clear, concise, and accurate manner;
- Storing information as required; and
- Sharing information as required;

According to the *Occupational Health and Safety Act, Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

**9202.05 Record compliance with medical requirements and the administration of medication** by:

- Documenting information as required;
- Completing forms as required;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter- disciplinary team members as required;
- Notifying/Sending the report to other parties as required; and,
- Ensuring the confidentiality of children’s records and data.

According to the *Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

**9202.06 Update communication logs** by:

- Documenting information as required;
- Completing documentation as required;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing changes to the daily schedule with families and co-workers; and,
- Storing and posting information as required.

According to the *Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

**9202.07 Implement opening and closing requirements** for the site by:

- Ensuring the facility is open/closed at the appropriate time;
- Inspecting the premises as required; and,
- Reporting any anomalies;

To ensure the proper operation of the facility and the safety of the children according to the *Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

**9202.08 Comply with budgetary restrictions** by:

- Planning and seeking approval for expenditures as required
- Providing a rationale for proposed expenditures; and,
- Finding alternate options as required;

According to organizational and funder policies and procedures.

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

**9202.09 Perform customer service functions** by:

- Using common or sector specific language as required;
- Explaining processes, issues and ideas in a clear, concise and precise manner to ensure all parties understand;
- Answering, re-directing and resolving inquiries and concerns as required;
- Referring individuals to other services as required;
- Speaking clearly, concisely and courteously; and,
- Analysing and responding to complaints and issues as required;

According to the *Child Care and Early Years Act*, legislation, regulation, organizational policies and procedures.

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

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**9203.0 Foster Relationships That Support Learning**

**Skill Set Descriptor**

All six skill sets in the Child Development Practitioner Training Standard Log book are inter- related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

Early learning curriculums are relationship based. Fostering relationships is therefore the foundation for all skill sets within this Training Standard Log Book.

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**Skills**

**9203.01 Develop Authentic and Meaningful Relationships** with children, family members, colleagues, community partners, inter-disciplinary team members and para- professionals by;

- Being welcoming;
- Initiating a genuine interaction;
- Being respectful, positive and open in all communication without judgement or personal bias;
- Responding with sensitivity to children’s and families’ behaviour;
- Engaging in active listening;
- Validating communication initiated by others;
- Establishing respectful partnerships;
- Empathizing;
- Adjusting tone of voice;
- Maintaining eye contact;
- Taking time to interact;
- Being genuine;
- Understanding and communicating expectations;
- Establishing ongoing reciprocal communication;
- Using a variety of positive guidance techniques that support self-regulation and positive behaviour;

- Comforting when applicable;
- Providing a nurturing learning environment where children and families are welcome
- Providing environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry
- Modelling and providing conflict resolution strategies;
- Promoting involvement of families in their child’s early learning;
- Communicating child’s progress in an ongoing manner to families and community partners;
- Recommending and supporting families access to community resources;
- Communicating at the child’s level;
- Identifying the valuable input of families and community partners;
- Recognizing when praise is applicable;
- Respecting privacy and confidentiality; and,
- Reflecting on professional practice.

to build healthy attachments and a sense of belonging according to:  
 The Code of Ethics and Standards of Practice,  
 Practice Guidelines-College of Early Childhood Educators,  
 Ministry of Education (Think Feel Act and How does Learning Happen),  
 Occupational Standards,  
 Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
 Organizational Policies and Procedures

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

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- 9203.02      Maintain Authentic and Meaningful Relationships and ongoing interactions** with children, family members, colleagues, community partners, inter-disciplinary team members and para-professionals by:
- Being welcoming;
  - Supporting ongoing genuine interactions;
  - Being respectful, positive and open in all communication without judgement or personal bias;
  - Responding with sensitivity to children’s and families’ behaviour;
  - Practising active listening;

- Validating communication initiated by others;
- Sustaining respectful partnerships;
- Empathizing;
- Adjusting tone of voice;
- Taking time to interact;
- Understanding and communicating expectations;
- Sustaining ongoing reciprocal communication;
- Using a variety of positive guidance techniques that support self-regulation and positive behaviour;
- Comforting when applicable;
- Providing a nurturing learning environment where children and families are welcome
- Providing environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry
- Modelling and providing conflict resolution strategies;
- Promoting involvement of families in their child’s early learning;
- Communicating child’s progress in an ongoing manner to families and community partners;
- Recommending and supporting families access to community resources;
- Communicating at the child’s level;
- Validating the input of families and community partners;
- Providing praise as applicable;
- Respecting privacy and confidentiality; and,
- Reflecting on professional practice.

to build healthy attachments and a sense of belonging according to:  
 The Code of Ethics and Standards of Practice,  
 Practice Guidelines-College of Early Childhood Educators,  
 Ministry of Education (Think Feel Act and How does Learning Happen),  
 Occupational Standards,  
 Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
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mm/dd/yy	Trainer Print Name	*Trainer Signature
mm/dd/yy	Apprentice Print Name	Apprentice Signature

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**9204.0 Assess Children’s Learning and Development**

All six skill sets in the Child Development Practitioner Training Standard Log book are inter- related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

Assessment is an ongoing process prior to, during and following the design, implementation and evaluation of Learning Experiences (Skill Set 9205.0). Observation for the purpose of assessment is dependent on the development and maintenance of authentic and meaningful relationships (9203.0) between the practitioner, the child and family.

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**Skills**

**9204.01 Select observation strategies, methods and screening/assessment tools for Systematic and Spontaneous Observation** such as running records, portfolios, checklists, anecdotal records, diary records, notes, photos, videos, audio-recording by:

- Choosing data collection strategies that are linguistically and culturally appropriate;
- Ensuring that the selection is age appropriate;
- Considering own prejudices and biases;
- Considering a variety of methods to document development and learning;
- Identifying technology tools to facilitate documentation and record keeping; and,
- Considering the privacy and confidentiality of children and families;

to identify and interpret children’s abilities interest and ideas;  
to identify children requiring further assessment, intervention or referral;  
to enhance work with families and colleagues; and  
to support and promote children’s learning across the continuum of early childhood development

to build healthy attachments and a sense of belonging according to:  
The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Organizational Policies and Procedures

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mm/dd/yy	Apprentice Print Name	Apprentice Signature

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- 9204.02 Apply observation strategies, methods and screening/assessment tools for Systematic and Spontaneous Observation** such as running records, portfolios, checklists, anecdotal records, diary records, notes, photos, videos, audio-recording by:
- Considering own prejudices and biases;
  - Identifying and respecting variations in children's development, abilities and interests;
  - Gathering relevant information and observations from families and colleagues;
  - Determining the purpose of the strategy/methodology/tool;
  - Determining when the strategy/methodology/tool is used (time of day, frequency);
  - Using a variety of methods to document development and learning;
  - Using technology tools to facilitate documentation and record keeping;
  - Monitoring children's development and assessing on ongoing basis;
  - Using a variety of documentation methods such as anecdotes, learning stories, pedagogical documentation;
  - Documenting observations in professional manner;
  - Using non-biased language and non-judgmental terminology when documenting;
  - Sharing observations of abilities, interests and ideas with families colleagues and professional;
  - Considering the privacy and confidentiality of children and families; and,
  - Reflecting on professional practice.

To identify and interpret children's abilities interest and ideas;  
to identify children requiring further assessment, intervention or referral;  
to enhance work with families and colleagues; and  
to support and promote children's learning across the continuum of early childhood development



According to the Code of Ethics and Standards of Practice,  
 Practice Guidelines-College of Early Childhood Educators,  
 Ministry of Education (Think Feel Act and How does Learning Happen),  
 Occupational Standards,  
 Ministry of Advanced Education and Skills Development (Vocational  
 Learning Outcomes for Early Childhood Educators),  
 Organizational Policies and Procedures.

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**9204.03 Consult with Colleagues, Parents/Guardians, Para-professionals and Community Resources by:**

- Considering the privacy and confidentiality of children and families;
- Considering own prejudices and biases;
- Being objective;
- Obtaining parental consent as required;
- Offering parents/guardians and colleagues resources and documentation on learning and development;
- Sharing observations of child’s abilities, interests and ideas;
- Being sensitive when conveying information;
- Empathizing;
- Completing and filing consent to consultation and other documentation forms as required; and,
- Reflecting on professional practice.

To seek engagement from parents/guardians and colleagues;  
 to gather more information;  
 to determine intervention strategies; and  
 to identify and support the child’s individual learning and development

According to the Code of Ethics and Standards of Practice,  
 Practice Guidelines-College of Early Childhood Educators,  
 Ministry of Education (Think Feel Act and How does Learning Happen),  
 Occupational Standards,  
 Ministry of Advanced Education and Skills Development (Vocational  
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- 9204.04     Analyze and Interpret Observations** by;
- Considering the privacy and confidentiality of children and families;
  - Considering own prejudices and biases;
  - Being objective;
  - Examining collected data critically, carefully and accurately;
  - Bringing out essential elements;
  - Separating information into constituent parts and elements;
  - Revisiting interpretation on an ongoing basis;
  - Reflecting on professional practice;

to be responsive;  
to feed program plans;  
to determine the child’s developmental level;  
to determine the child’s learning style;  
to determine learning objectives;  
to respond to developmental changes in children and family life;  
to ensure programs are flexible and responsive and are using up to date information;  
to use up to date information to plan and make decisions;  
to link learning to developmental theories;  
to ensure smooth transition between environments; and  
to determine children’s skills, abilities and interests;

According to the Code of Ethics and Standards of Practice, Practice Guidelines-College of Early Childhood Educators, Ministry of Education (Think Feel Act and How does Learning Happen), Occupational Standards, Ministry of Advanced Educations and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and Organizational Policies and Procedures.

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

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**9205.0 Create Learning Experiences and Environments**

**Skill Set Descriptor**

All six skill sets in the Child Development Practitioner Training Standard Log book are inter- related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

When creating and implementing Learning Experiences and Environments, it is critical that Child Development Practitioners link planning back to the results of assessments

(Skill Set 9204.0 - Assess Children’s Learning and Development). The use of applicable observations tools is an important precursor and ongoing requirement for the design, implementation and evaluation of learning experiences and environments. Planning and implementing learning experiences should not be done in isolation. Assessment and re-assessment through observation is critical in ensuring that the learning experience meets the needs and interests of the individual child.

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**Skills**

**9205.01 Design Inclusive Inquiry and Play Based Learning Experiences by:**

- Establishing goals and objectives;
- Planning;
- Researching; and,
- Determining resources, materials and equipment;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child’s needs and to be responsive to children’s and group’s emerging abilities, interests and ideas.

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**9205.02 Implement Inclusive Inquiry and Play Based Learning Experiences by:**

- Assessing;
- Documenting;
- Selecting, using resources, materials and equipment; and,
- Adapting and making changes for the short term;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child's needs; and to be responsive to children's and group's emerging abilities, interests and ideas

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**9205.03 Evaluate the effectiveness of the Learning Experience and Learning Environment by:**

- Monitoring children's engagement and progress;
- Using observational strategies to determine if learning objectives were met; and,
- Reviewing plan and adapting and proposing change for the long term;

to adapt the learning experience and learning environment to meet objectives and enhance development based on individual child's needs; and to be responsive to children's and group's emerging abilities, interests and ideas

mm/dd/yy	Trainer Print Name	*Trainer Signature
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**9205.04 Promote opportunities in natural settings** that foster an understanding of and appreciation of the environment.

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

**9205.05 Facilitate and Support Transitions** such as;

- From One Age Group to the Next;
- Between different Learning Environments and Activities; and,
- Between home and school environments;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child's needs; and  
to be responsive to children's and group's emerging abilities, interests and ideas

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**9205.06 Provide opportunities for various forms of expression** such as self-expression, creative expression or other forms of communication by:

- Designing the environment to enhance learning;
- Providing time and place for uninterrupted play; and,
- Making open ended opportunities available;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child's needs; and to be responsive to children's and group's emerging abilities, interests and ideas.

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mm/dd/yy	Apprentice Print Name	Apprentice Signature

**9205.07 Plan Events and Field Trips** by:

- Budgeting for costs;
- Establishing learning objectives for children;
- Booking the event;
- Planning for transportation;
- Obtaining consent/permissions;
- Posting the event information (letter to parents and at the centre);
- Bringing attendance sheets, medication, first aid kit, emergency contacts;
- Planning for alternatives;
- Encouraging families, community and volunteers to participate when possible;
- Having fun; and,
- Evaluating the event/field trip;

According to legislation, regulation, centre policies and procedures.

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- 9205.08 Prepare Children for Events and Field Trips** by:
- Raising awareness about the topic for the event/field trip;
  - Providing for learning opportunities before, during and after the event/field trip;
  - Preparing for questions that children may ask;
  - Discussing safety protocols with children; and,
  - Sending information home to parents/guardians;

According to legislation, regulation, centre policies and procedures.

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

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**9206.0 Practise Professionally and Ethically**

**Skill Set Descriptor**

All six skill sets in the Child Development Practitioner Training Standard Log book are inter- related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

The Child Development Practitioner Apprenticeship Program is an alternate pathway towards the Early Childhood Education diploma. Consequently, all skill sets within this log book are aligned with the expectations and requirements of the Code of Ethics and Standards of Practice of the College of Early Childhood Educators. This skill set establishes foundational skills needed for entry to practice.

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**Skills**

- 9206.01 Engage in continuous learning** by:
- Engaging in reflective practice;
  - Evaluating own performance;
  - Being receptive to new ideas;
  - Seeking out and actively participating in and embracing learning opportunities;

- Researching and analysing current studies and evidence based practices in early learning;
- Researching and using supports and community resources;
- Utilizing new research, literature and other resources;
- Sharing learning outcomes and concepts with others;
- Transferring knowledge into practice; and
- Creating a personal portfolio for professional development;

to ensure ongoing professional development according to:  
 The Code of Ethics and Standards of Practice,  
 Practice Guidelines-College of Early Childhood Educators,  
 Ministry of Education (Think Feel Act and How does Learning Happen),  
 Occupational Standards,  
 Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
 Organizational Policies and Procedures

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**9206.02 Apply legislation, regulation, policies and procedures, and best practice guidelines** that are relevant to professional practice and the care of children by:

- Keeping current with changes;
- Identifying the impact that changes to legislation, social policy, funding, and administrative practices have on the quality of programs and duties as a practitioner; and,
- Transferring knowledge into practice;

According to the Code of Ethics and Standards of Practice,  
 Practice Guidelines-College of Early Childhood Educators,  
 Ministry of Education (Think Feel Act and How does Learning Happen),  
 Occupational Standards,  
 Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
 Organizational Policies and Procedures.



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**9206.03 Conduct self professionally by:**

- Recognizing that the practitioner is a role model for children, families, members of the profession, and other colleagues;
- Acknowledging personal biases;
- Separating personal viewpoints from professional perspectives;
- Demonstrating a willingness to be open to others' feedback;
- Avoiding conduct that can reasonably be perceived as reflecting negatively on the profession (such as inappropriate use of social media, technology; inappropriate personal conduct outside of work hours);
- Demonstrating professional conduct in the workplace and community;
- Presenting a professional image;
- Maintaining a professional attitude;
- Taking responsibility for one's actions, receiving feedback and adjusting self/behaviour accordingly;
- Acknowledging others' viewpoints and guidance leading to personal reflection and change;
- Treating children/families/colleagues equally, equitably and fairly;
- Practising and observing the code of ethics; and,
- Complying with any applicable privacy legislation;

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Organizational Policies and Procedures

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**9206.04 Use Code of Ethics to guide practice by:**

- Maintaining confidentiality;
- Practising and observing the Code of Ethics;
- Using appropriate, sensitive, and inclusive language in accordance with the Ontario Human Rights Code and the organization’s policies and procedures;
- Adhering to ethical and professional standards as developed by the regulatory bodies such as College of Early Childhood Educators and the College of Trades;
- Applying conflict resolution/decision making processes in addressing ethical dilemmas;
- Establishing clear and appropriate boundaries in professional relationships and not violating those boundaries; and,
- Not engaging in conflicts of interest and/or dual relationships;

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Organizational Policies and Procedures

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**9206.05 Minimize the Environmental Footprint by:**

- Recycling, refurbishing and upcycling materials for alternate uses;
- Using reclaimed materials;
- Using rainwater for outdoor play;
- Reviewing cleaning practices to minimize use of toxic chemicals;
- Monitoring waste:
- Researching sources for materials and resources such as recycling plants, composting, garbage,
- Establishing partnerships with local stores and companies (such as hardware stores) to obtain recycled, damaged or extra materials;
- Encouraging and collaborating with staff and families to do positive things for the environment (such as tree planting on the weekend);

- Using resources in an ethical and environmentally friendly manner (such as limiting use of construction paper, limiting use of food for sensory play);
- Influencing staff and families to be more sustainable in their own lives;
- Engaging in and participating in various global and local environmental events (such as Mud day, Earth day, Community Clean Up days, Fair Trade day, Arbour Day);
- Promoting environmentally sound practices; and,
- Improving sustainability;

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Public Health, environment legislation, organizational policies and procedures and research based practices.

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**9206.06      Communicate clearly, concisely and effectively in all settings by:**

- Being respectful, positive and open in all communication without judgement or personal bias;
- Ensuring that written and verbal communication is comprehensible, concise, factual, objective, and timely;
- Actively listening;
- Observing verbal and non-verbal communication cues;
- Using non-verbal language that is consistent with intended message;
- Preparing and using verbal, non-verbal and electronic communication to communicate with children, families and community stakeholders; and,
- Communicating professionally in written communication including using applicable vocabulary, grammar, spelling, and formatting appropriate to the early learning setting.

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational  
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Organizational Policies and Procedures and research based practices

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**9206.07      Build effective working relationships with colleagues, volunteers, students, families, paraprofessionals and community partners by:**

- Creating partnerships;
- Demonstrating integrity in all professional relationships;
- Supporting others and working collaboratively;
- Making time for discussions with co-workers;
- Being non-judgmental;
- Offering assistance when needed;
- Sharing resources and responsibilities;
- Recognizing strengths and limitations of self and co-workers;
- Actively participating in meetings;
- Contributing to the development of and expressing new ideas and concerns clearly and concisely;
- Sharing information;
- Respecting the opinion of others; and,
- Demonstrating adaptability and flexibility.

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational  
Learning Outcomes for Early Childhood Educators), and  
Organizational Policies and Procedures and research based practices

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mm/dd/yy	Apprentice Print Name	Apprentice Signature

**9206.08 Maintain effective working relationships with colleagues, volunteers, students, families, paraprofessionals and community partners by:**

- Sustaining partnerships;
- Demonstrating integrity in all professional relationships;
- Supporting others and working collaboratively;
- Making time for discussions with co-workers;
- Being non-judgmental;
- Offering assistance when needed;
- Sharing resources and responsibilities;
- Recognizing strengths and limitations of self and co-workers,
- Actively participating in meetings;
- Contributing to the development of and expressing new ideas and concerns clearly and concisely;
- Sharing information;
- Respecting the opinion of others; and,
- Demonstrating adaptability and flexibility.

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Organizational Policies and Procedures and research based practices

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- 9206.09 Apply conflict resolution strategies in all relationships by;**
- Modelling and providing positive conflict resolution strategies in all relationships with families, colleagues, employers and others;
  - Respecting and valuing others’ opinions;
  - Acknowledging individual differences;
  - Communicating feelings assertively and not aggressively;
  - Focusing on areas of common interest and agreement instead of areas of disagreement and opposition;
  - Accepting and respecting that individual opinions may differ;
  - Not forcing compliance; and,
  - Initiating discussion and dialogue to encourage participation in finding solutions;

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Organizational Policies and Procedures and research based practices

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- 9206.10 Safeguard the privacy and confidentiality of information related to children, families and colleagues by:**
- Complying with legislation, regulation and Code of Ethics;
  - Obtaining consent to the collection, use or disclosure of information related to children, families and colleagues;
  - Ensuring that information is not modified;
  - Obtaining permissions related to third party access;
  - Respecting privacy;
  - Fulfilling the ethical duty of the trust relationship;
  - Protecting the information from unauthorized access (such as theft, loss, copying);
  - Not sharing confidential information;
  - Ensuring permissions are receiving prior to storing information in various forms (such as electronic);

- Ensuring that records are filed properly and under lock and key in accordance with the privacy legislation, Ontario Human Rights Code and the childcare centre’s policy; and,
- Using the information in the manner for which consent has been authorized.

According to:

The Code of Ethics and Standards of Practice,  
Practice Guidelines-College of Early Childhood Educators,  
Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Relevant federal, provincial and municipal privacy legislation,  
organizational policies and procedures and research based practices.

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**9206.11 Advocate for the profession, centre and the rights of children and families by**

- Protecting and promoting the rights of children within their families and communities;
- Working in partnership with community to advocate for quality inclusive learning environments;
- Modelling and supporting families in advocating for children;
- Collaborating and consulting with other professionals in the identification and referral of children and families to community resources;
- Advocating for the advancement of early childhood education through professional networking; and,
- Promoting, educating and sensitizing the public about the role of the profession.

According to:

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Ministry of Education (Think Feel Act and How does Learning Happen),  
Occupational Standards,  
Ministry of Advanced Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and  
Organizational policies and procedures and research based practices.

**Child Development Practitioner**

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**Child Development Practitioner (CDP) 620C  
Mapping Chart Skills to Reportable Subjects**

<b>Training Standard Log Book Skill Sets and Skills</b>		<b>Curriculum Standard Reportable Subjects</b>	
<b>9201.0: Practise and Promote Health Safety and Well Being</b>			
<b>9201.01</b>	Ensure a safe environment	<b>S3060</b>	Health, safety and nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9201.02</b>	Respond to serious occurrences	<b>S3060</b>	Health, safety and nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9201.03</b>	Handle hazardous materials	<b>S3060</b>	Health, safety and nutrition
<b>9201.04</b>	Handle food and drink items	<b>S3060</b>	Health, safety and nutrition
<b>9201.05</b>	Handle medications	<b>S3060</b>	Health, safety and nutrition
<b>9201.06</b>	Administer medications	<b>S3060</b>	Health, safety and nutrition
<b>9201.07</b>	Respond to signs and symptoms of unexpected ill health and communicable diseases	<b>S3060</b>	Health, safety and nutrition
<b>9201.08</b>	Implement procedures related to universal precautions	<b>S3060</b>	Health, safety and nutrition
<b>9201.09</b>	Respond to basic individual needs of the child	<b>S3060</b>	Health, safety and nutrition
<b>9201.10</b>	Promote a healthy lifestyle	<b>S3060</b>	Health, safety and nutrition
		<b>S3081</b>	Professional Practice

<b>9201.11</b>	Foster the development of children’s ability to self-regulate	<b>S3066</b>	Preschool Learning Environment I
		<b>S3061</b>	Child Development I
		<b>S3065</b>	Child Development II
		<b>S3068</b>	School Age Learning Environment
		<b>S3073</b>	Infant and Toddler Learning Environment
<b>9201.12</b>	Identify when a child may be in need of protection	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3063</b>	Foundations of Early Learning
		<b>S3070</b>	Child Protection
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional Practice
<b>9201.13</b>	Report when a child may be in need of protection	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3063</b>	Foundations of Early Learning
		<b>S3070</b>	Child Protection
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional Practice
<b>9201.14</b>	Perform housekeeping duties	<b>S3060</b>	Health, Safety and Nutrition

<b>9202.0: Perform Administrative and Organizational Duties</b>			
<b>9202.01</b>	Maintain daily attendance records	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.02</b>	Complete medical, health and nutritional reporting and posting requirements	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.03</b>	Maintain up to date children's records	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.04</b>	Complete facility and maintenance records	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.05</b>	Record compliance with medical requirements and the administration of medication	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.06</b>	Update communication logs	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
		<b>S3072</b>	Interpersonal communication
<b>9202.07</b>	Implement opening and closing requirements	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.08</b>	Comply with budgetary restrictions	<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
<b>9202.09</b>	Perform customer service functions	<b>S3072</b>	Interpersonal communication
		<b>S3081</b>	Professional practice

<b>9203.0: Foster Relationships that Support Learning</b>			
<b>9203.01</b>	Develop authentic and meaningful relationships	<b>S3061</b>	Child Development I
		<b>S3063</b>	Foundations of Early Learning
		<b>S3068</b>	School Age Learning Environment
		<b>S3073</b>	Infant and Toddler Learning Environment
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3072</b>	Interpersonal communication
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional practice
<b>9203.02</b>	Maintain authentic and meaningful relationships	<b>S3061</b>	Child Development I
		<b>S3063</b>	Foundations of Early Learning
		<b>S3068</b>	School Age Learning Environment
		<b>S3073</b>	Infant and Toddler Learning Environment
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3072</b>	Interpersonal communication
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional practice

<b>9204.0: Assess Children’s Learning and Development</b>			
<b>9204.01</b>	Select observation strategies, methods and screening/assessment tools for systematic and spontaneous observation	<b>S3061</b>	Child Development I
		<b>S3065</b>	Child Development II
		<b>S3064</b>	Foundations of Early Learning Placement
		<b>S3066</b>	Preschool Learning Environment I Placement
		<b>S3068</b>	School Age Learning Environment Placement
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3077</b>	Preschool Learning Environment II Placement
		<b>S3082</b>	Advanced Placement
<b>9204.02</b>	Apply observation strategies, methods and screening/assessment tools for systematic and spontaneous observation	<b>S3061</b>	Child Development I
		<b>S3065</b>	Child Development II
		<b>S3064</b>	Foundations of Early Learning Placement
		<b>S3066</b>	Preschool Learning Environment I Placement
		<b>S3068</b>	School Age Learning Environment Placement
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3077</b>	Preschool Learning Environment II Placement
		<b>S3082</b>	Advanced Placement
<b>9204.03</b>	Consult with Colleagues, parents/guardians, para-professionals and community resources	<b>S3072</b>	Interpersonal Communication
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional Practice

<b>9204.04</b>	Analyse and Interpret Observations	<b>S3061</b>	Child Development I
		<b>S3072</b>	Interpersonal Communication
		<b>S3065</b>	Child Development II
		<b>S3064</b>	Foundations of Early Learning Placement
		<b>S3066</b>	Preschool Learning Environment I Placement
		<b>S3068</b>	School Age Learning Environment Placement
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3077</b>	Preschool Learning Environment II Placement
		<b>S3081</b>	Professional Practice
		<b>S3082</b>	Advanced Placement
<b>9205.0: Create Learning Experiences and Environments</b>			
<b>9205.01</b>	Design inclusive inquiry and play based learning experiences	<b>S3062</b>	Creative Expression
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3063</b>	Foundations of Early Learning Environment
		<b>S3064</b>	Foundations of Early Learning Environment Placement
		<b>S3066</b>	Preschool Learning I Environment
		<b>S3067</b>	Preschool Learning I Environment Placement
		<b>S3076</b>	Preschool Learning II Environment
		<b>S3077</b>	Preschool Learning II Environment Placement
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3073</b>	Infant and Toddler Learning Environment

		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3082</b>	Advanced Placement
		<b>S3075</b>	Philosophies and Education Models for Early Childhood Development
<b>9205.02</b>	Implement inclusive and play based learning experiences	<b>S3062</b>	Creative Expression
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3063</b>	Foundations of Early Learning Environment
		<b>S3064</b>	Foundations of Early Learning Environment Placement
		<b>S3066</b>	Preschool Learning I Environment
		<b>S3067</b>	Preschool Learning I Environment Placement
		<b>S3076</b>	Preschool Learning II Environment
		<b>S3077</b>	Preschool Learning II Environment Placement
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3073</b>	Infant and Toddler Learning Environment
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3082</b>	Advanced Placement
		<b>S3075</b>	Philosophies and Education Models for Early Childhood Development
<b>9205.03</b>	Evaluate the effectiveness of the learning experience and learning environment	<b>S3062</b>	Creative Expression
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3063</b>	Foundations of Early Learning Environment
		<b>S3064</b>	Foundations of Early Learning Environment Placement
		<b>S3066</b>	Preschool Learning I Environment

		<b>S3067</b>	Preschool Learning I Environment Placement
		<b>S3076</b>	Preschool Learning II Environment
		<b>S3077</b>	Preschool Learning II Environment Placement
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3073</b>	Infant and Toddler Learning Environment
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3082</b>	Advanced Placement
<b>9205.04</b>	Promote opportunities in natural settings	<b>S3062</b>	Creative Expression
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3063</b>	Foundations of Early Learning Environment
		<b>S3064</b>	Foundations of Early Learning Environment Placement
		<b>S3066</b>	Preschool Learning I Environment
		<b>S3067</b>	Preschool Learning I Environment Placement
		<b>S3076</b>	Preschool Learning II Environment
		<b>S3077</b>	Preschool Learning II Environment Placement
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3073</b>	Infant and Toddler Learning Environment
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3082</b>	Advanced Placement



<b>9205.05</b>	Facilitate and support transitions	<b>S3063</b>	Foundations of Early Learning Environment
		<b>S3064</b>	Foundations of Early Learning Environment Placement
		<b>S3066</b>	Preschool Learning I Environment
		<b>S3067</b>	Preschool Learning I Environment Placement
		<b>S3076</b>	Preschool Learning II Environment
		<b>S3077</b>	Preschool Learning II Environment Placement
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3073</b>	Infant and Toddler Learning Environment
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3082</b>	Advanced Placement
<b>9205.06</b>	Provide opportunities for various forms of expression	<b>S3062</b>	Creative Expression
		<b>S3071</b>	Interpersonal Communication
		<b>S3063</b>	Foundations of Early Learning Environment
		<b>S3064</b>	Foundations of Early Learning Environment Placement
		<b>S3066</b>	Preschool Learning I Environment
		<b>S3067</b>	Preschool Learning I Environment Placement
		<b>S3076</b>	Preschool Learning II Environment
		<b>S3077</b>	Preschool Learning II Environment Placement
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
<b>S3073</b>	Infant and Toddler Learning Environment		

		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3082</b>	Advanced Placement
<b>9205.07</b>	Plan events and field trips	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3082</b>	Advanced Placement
		<b>S3060</b>	Health, Safety and Nutrition
<b>9205.08</b>	Prepare children for events and field trips	<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
		<b>S3068</b>	School Age Learning Environment
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3082</b>	Advanced Placement
		<b>S3060</b>	Health, Safety and Nutrition
<b>9206.0: Practise Professionally and Ethically</b>			
<b>9206.01</b>	Engage in continuous learning	<b>S3075</b>	Philosophies and Education Models for Early Childhood Development
		<b>S3081</b>	Professional Practice
<b>9206.02</b>	Apply legislation, regulation, policies and procedures and best practice guidelines	<b>S3075</b>	Philosophies and Education Models for Early Childhood Development
		<b>S3081</b>	Professional Practice
<b>9206.03</b>	Conduct self professionally	<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional Practice

		<b>S3064</b>	Foundations of Early Learning Placement
		<b>S3067</b>	Preschool Learning Environment I Placement
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3077</b>	Preschool Learning Environment II Placement
		<b>S3082</b>	Advanced Placement
<b>9206.04</b>	Use code of ethics to guide practice	<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
		<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional Practice
		<b>S3064</b>	Foundations of Early Learning Placement
		<b>S3067</b>	Preschool Learning Environment I Placement
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3077</b>	Preschool Learning Environment II Placement
		<b>S3082</b>	Advanced Placement
<b>9206.05</b>	Minimize the environmental footprint	<b>S3081</b>	Professional Practice
		<b>S3064</b>	Foundations of Early Learning Placement
		<b>S3067</b>	Preschool Learning Environment I Placement
		<b>S3069</b>	School Age Learning Environment Placement
		<b>S3074</b>	Infant and Toddler Learning Environment Placement
		<b>S3077</b>	Preschool Learning Environment II Placement

		<b>S3082</b>	Advanced Placement
<b>9206.06</b>	Communicate clearly, concisely and effectively in all settings	<b>S3072</b>	Interpersonal communications
		<b>S3081</b>	Professional Practice
<b>9206.07</b>	Build effective work relationships	<b>S3072</b>	Interpersonal communications
<b>9206.08</b>	Maintain effective working relationships	<b>S3072</b>	Interpersonal communications
<b>9206.09</b>	Apply conflict resolution strategies in all relationships	<b>S3072</b>	Interpersonal communications
<b>9206.10</b>	Safeguard the privacy and confidentiality of information	<b>S3060</b>	Health, Safety and Nutrition
		<b>S3079</b>	Legislation and Social Policy in Early Learning Administration
		<b>S3081</b>	Professional Practice
<b>9206.11</b>	Advocate for the profession, centre and the rights of children and families	<b>S3071</b>	Inclusive Practice and Advocacy
		<b>S3078</b>	Child, Family and Community
		<b>S3081</b>	Professional Practice

## 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.

### Journeyperson

Journeyperson means an individual who holds a certificate of qualification (in a compulsory or non-compulsory trade) and/or an individual who practices as a journeyperson 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

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 #3

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 #4**

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.**

## 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>9201</b>	Practise and Promote Health, Safety and Well Being	
<b>9202</b>	Perform Administrative and Organizational Duties	
<b>9203</b>	Foster Relationships that Support Learning	
<b>9204</b>	Assess Children's Learning and Development	
<b>9205</b>	Create Learning Experiences and Environments	
<b>9206</b>	Practise Professionally and Ethically	

**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	Bayside Mall, 150 Christina St North, 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 (CAP) Chart

**9201.0**  
Practise and promote health safety and wellbeing

**9201.01**  
Ensure a safe environment

**9201.02**  
Respond to serious occurrences

**9201.03**  
Handle hazardous materials

**9201.04**  
Handle food and drink items

**9201.05**  
Handle medications

**9201.06**  
Administer medications

**9201.07**  
Respond to signs and symptoms of unexpected ill health and communicable diseases

**9201.08**  
Implement procedures related to universal precautions

**9201.09**  
Respond to basic individual needs of the child

**9201.10**  
Promote a healthy lifestyle

**9201.11**  
Foster the development of children's ability to self-regulate

**9201.12**  
Identify when a child may be in need of protection

**9201.13**  
Report when a child is in need of protection

**9201.14**  
Perform housekeeping duties

**Competency Analysis Profile: Child Development Practitioner 620C** (all unshaded skill sets must be completed)



**Competency Analysis Profile: Child Development Practitioner 620C** *(all unshaded skill sets must be completed)*



**Competency Analysis Profile: Child Development Practitioner 620C** *(all unshaded skill sets must be completed)*

**9206.0**  
**Practise professionally and ethically**

**9206.01**  
Engage in continuous learning

**9206.02**  
Apply legislation, regulation, policies and procedures and best practice guidelines

**9206.03**  
Conduct self professionally

**9206.04**  
Use the Code of Ethics to guide practice

**9206.05**  
Minimize the environmental footprint

**9206.06**  
Communicate clearly, concisely and effectively in all settings

**9206.07**  
Build effective working relationships

**9206.08**  
Maintain effective working relationships

**9206.09**  
Apply conflict resolution strategies in all relationships

**9206.10**  
Safeguard the privacy and confidentiality of information

**9206.11**  
Advocate for the profession, centre and the rights of children and families

### Notes


# 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)