

## RELEASE OF UPDATED TRAINING STANDARD LOG BOOK

<b>Trade Name &amp; Code</b>	Child Development Practitioner (CDP) – 620C
<b>Implementation Date of New Standard</b>	April 1 <sup>st</sup> , 2017
<b>Implementation Plan</b>	<ul style="list-style-type: none"> <li>Apprentices who began their apprenticeship on the former 2005 Training Standard can complete their program using that standard.</li> <li>All apprentices with initial training agreements registered on or after April 1<sup>st</sup>, 2017 must be trained to this new standard.</li> <li>On or after April 1<sup>st</sup>, 2017 any apprentice who loses his or her training standard must be trained to and completed with the new standard even if they began their apprenticeship with the 2005 version.</li> </ul>
<b>Impact on Curriculum Standards and/or Related Trades</b>	<ul style="list-style-type: none"> <li>At a future point, we must consider how and whether these changes should be applied to the Aboriginal Child Development Practitioner standard (620B).</li> </ul>
<b>Training Standard Access</b>	<p>As of April 1<sup>st</sup>, 2017</p> <ul style="list-style-type: none"> <li>The new Log Book will be available on the Ontario College of Trades (the 'College') website.</li> <li>The College will mail a printed Log Book to each apprentice who becomes a new member of their Apprentices Class for <b>Child Development Practitioner</b> when they are mailed their Apprentice's Statement of Membership card.</li> <li>If the Apprentice wants a copy of the Log Book before receiving the printed copy in the mail, the apprentice can download/print a copy from the College's website.</li> </ul>
<b>Order and Groupings of the Skill Sets – Summary of changes</b>	<p><b>The New 2017 Training Standard Log Book has been completely overhauled from the previous 2005 version. It is structured in the following way:</b></p> <p><b>6 new and revised Skill Sets and 48 new and revised skills:</b></p> <ul style="list-style-type: none"> <li><b>9201.0 Practice and Promote Health, Safety and Well Being (14 skills)</b> <ul style="list-style-type: none"> <li>Ensure a safe environment</li> <li>Respond to serious occurrences</li> <li>Handle hazardous materials</li> <li>Handle food and drink</li> <li>Handle medications</li> <li>Administer medications</li> <li>Respond to signs and symptoms of unexpected ill health and communicable diseases</li> </ul> </li> </ul>

- Implement procedures related to universal precautions
- Respond to basic individual needs of the child
- Promote a healthy lifestyle
- Foster the development of children's ability to self-regulate
- Identify when a child may be in need of protection
- Report when a child may be in need of protection
- Perform housekeeping duties
- **9202.0 Perform Administrative and Organizational Duties (9 skills)**
  - Maintain daily attendance records
  - Complete medical, health and nutritional reporting and posting requirements
  - Maintain up to date children's records
  - Complete facility and maintenance records
  - Record compliance with medical requirements and the administration of medication
  - Update communication logs
  - Implement opening and closing requirements
  - Comply with budgetary restrictions
  - Perform customer service functions
- **9203.0 Foster Relationships that Support Learning (2 skills)**
  - Develop authentic and meaningful relationships
  - Maintain authentic and meaningful relationships
- **9204.0 Assess Children's Learning and Development (4 skills)**
  - Select observation strategies, methods and screening/assessment tools for systematic and spontaneous observation
  - Apply observation strategies, methods and screening/assessment tools for systematic and spontaneous observation
  - Consult with colleagues, parents/guardians, para-professionals and community resources
  - Analyse and interpret observations
- **9205.0 Create Learning Experiences and Environments (8 skills)**
  - Design inclusive inquiry and play based learning experiences
  - Implement inclusive and play based learning experiences
  - Evaluate the effectiveness of the learning experience and learning environment
  - Promote opportunities in natural settings
  - Facilitate and support transitions
  - Provide opportunities for various forms of expression
  - Plan events and field trips
  - Prepare children for events and field trips
- **9206.0 Practise Professionally and Ethically (11 skills)**
  - Engage in continuous learning
  - Apply, legislation, regulation, policies and procedures and best practice guidelines
  - Conduct self professionally
  - Use Code of Ethics to guide practice

	<ul style="list-style-type: none"> <li>○ Minimize the environmental footprint</li> <li>○ Communicate clearly, concisely and effectively in all settings</li> <li>○ Build effective work relationships</li> <li>○ Maintain effective work relationships</li> <li>○ Apply conflict resolution strategies in all relationships</li> <li>○ Safeguard the privacy and confidentiality of information</li> <li>○ Advocate for the profession, centre and the rights of children and families</li> </ul>
<b>Skill(s) &amp;/or Skill Set(s) Added</b>	<p><b>One completely New Skill Set:</b></p> <p><b>9204.0 Assess Children’s Learning and Development</b></p> <p>With four new skills:</p> <p><b>9204.01 Select observation strategies, methods and screening/assessment tools for systematic and spontaneous observation</b> such as running records, portfolios, checklists, anecdotal records, diary records, notes, photos, videos, audio-recording by:</p> <ul style="list-style-type: none"> <li>○ Choosing data collection strategies that are linguistically and culturally appropriate;</li> <li>○ Ensuring that the selection is age appropriate;</li> <li>○ Considering own prejudices and biases;</li> <li>○ Considering a variety of methods to document development and learning;</li> <li>○ Identifying technology tools to facilitate documentation and record keeping; and,</li> <li>○ Considering the privacy and confidentiality of children and families;</li> </ul> <p>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;</p> <p>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), organizational policies and procedures.</p> <p><b>9204.02 Apply observation strategies, methods and screening/assessment tools for systematic and spontaneous observation</b> such as running records, portfolios, checklists, anecdotal records, diary records, notes, photos, videos, audio-recording by:</p> <ul style="list-style-type: none"> <li>○ Considering own prejudices and biases;</li> <li>○ Identifying and respecting variations in children’s development, abilities and interests;</li> <li>○ Gathering relevant information and observations from families and colleagues;</li> <li>○ Determining the purpose of the strategy/methodology/tool;</li> <li>○ Determining when the strategy/methodology/tool is used (time of day, frequency);</li> </ul>

- 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 Educations and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), organizational policies and procedures.

**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.

**9204.04 Analyse 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), organizational policies and procedures.

#### **Rationale for this Skill Set and its skills:**

The concept and competencies related to observation and assessment were almost completely missing in the original 2005 document. The selection and use of observation strategies and assessment tools as well as the analysing and interpreting those observations and consulting with colleagues, parents/guardians, para-professionals and community resources are a critical part of a Child Development Practitioners' role that occur on a continuous basis. It is important that an apprentice develops these skills as they directly correlate to the creation of learning experiences and environments. Planning must be linked back to the results of assessments. The use of observation tools is an important precursor and ongoing requirement for the design, implementation and evaluation of learning experiences and environments. Assessment and re-assessment through observation is critical in ensuring that the learning experience meets the needs and interests of the individual child.

#### **Many new skills reflect the addition of important new competencies that have emerged recently in the sector:**

##### **For example:**

A skill related to environmental protection and the role of the practitioner was added  
**(9206.05 Minimize the Environmental Footprint)**

A skill related to natural settings was added to reflect skill development in natural environments as are now reflected in the standards of practice and vocational outcomes  
**(9205.04 Promote Opportunities in natural settings)**

A skill related to transitions was expanded to more broadly include transitions between age groups, between learning environments and between home/school environments  
**(9205.05 Facilitate and support transitions)**. The previous skill U5904.14 Facilitate the transition from one age group to the next was too narrow.

	<p><b>Some new skills have been added to reflect an omission/gap in the previous document:</b></p> <p><b>For example:</b></p> <p><b>9201.06 Administer Medications</b>– the concept of labelling medications was covered in the previous document (U5900.05 Label hazardous materials and medicines and store them safely) but there was no previous skill dedicated to the administration of medication. This is a completely different set of competencies for the practitioner.</p> <p><b>9201.08 Implement Procedures related to Universal Precautions</b> – this updated skill was added to more broadly encompass related skills such hygiene, sanitization, accidents related to bodily fluids and secretions, and protective equipment.</p>
<b>Optional Skills Become Mandatory</b>	Not applicable – there were no optional skills or skill sets in the 2005 training standard
<b>Change: New Optional Skills or Mandatory Skills Become Optional</b>	Not applicable – there are no optional skills or skill sets in this training standard
<b>Skills Moved</b>	<p><b>Almost all skills have been moved, merged and updated because of the restructuring of the document.</b></p> <p><b>In a small number of cases, existing skills were moved because they did not fit the original skill set in which they were categorized.</b></p> <p><b>For example:</b></p> <p>Former skill U5908.06 Promote public awareness of the childcare centre was previous found within the administrative and organizational duties skill set. The new/updated version of this skill <b>9206.11 Advocate for the profession, centre and rights of children and families</b> is now much broader and found within the Practise professionally and ethically skill set. The concept of promotion is really integrated into the broader role of advocacy for practitioners and ECEs. This is not simply an administrative duty. It is a social responsibility. The concept of promotion was merged within the higher skill of advocacy. Promotion is a way to achieve advocacy (how).</p>
<b>Skill(s) or Skill Set(s) Removed</b>	<p><b>Former Skill Set U5903.0 Perform Basic Daily Routines (and a majority of its corresponding skills) have been completely removed from the revised standard.</b></p> <p><b>Rationale:</b></p> <p>This Skill Set and its corresponding skills were extremely prescriptive and based on archaic approaches to child development and the role of the child development practitioner. For example, U5902.02 Greet children and their families does not adequately reflect development and maintenance of communication skills. The ability to “greet” someone is not a measure of their communication skills. U5902.12 Organize a cloak room routine, U5902.14 Support children with homework, U5902.08 Perform laundry duties were removed for the same reason.</p>

	<p>Skills such as U5902.06 Carry out toilet/diaper routines safely, U5902.07 Feed infants safely were removed and replaced with more updated and relevant skills in the updated health, safety and wellbeing skill set related to Responding to the basic individual needs of the child such as food, clothing, shelter (U9201.09). Writing the skill this way encompasses basic needs beyond food.</p> <p>A small number of the existing skills (for example U5902.01 Open and close the childcare centre's facilities, U5902.03 Maintain daily attendance records and U5902.10 Plan and prepare field trips and special events) have been updated, rewritten and moved to other skill sets</p>
Skills adjusted or changed or merged	<p><b>A majority of the skills in former skill sets U5900.0 Protect Self and others, U5901.0 Practice and Promote Health and a small number of skills from U5902.0 Perform Basic Daily Routines were merged into one skill set called Practice and Promote Health, Safety and Wellbeing (9201.0)</b></p> <p><b>Rationale:</b></p> <p>The new skill set now captures more effectively objectives related to the practice and promotion of health, safety and wellbeing of the child, family, community and the practitioner itself. Many of the previous skills were redundant in nature and too prescriptive. It reduces the prescriptive nature of the previous skill sets and skills and categories these competencies into 14 key skills related to safe environments, serious occurrences, hazardous materials, food and drink, medication, signs and symptoms of unexpected ill health and communicable disease, universal precautions, basic individual needs of the child, healthy lifestyle, self-regulation, protection needs, and housekeeping.</p> <p><b>A majority of the skills in the former skill sets U5906.0 Participate in a team environment with families, colleagues, communities and support services and U5907.0 Practice professionalism and ethics and develop self were merged into the revised and updated skill set Practise professionally and ethically U9206.0</b></p> <p><b>Rationale:</b></p> <p>Revised Skill set <b>9206.0 Practise professionally and ethically</b> now captures skill development in the following major areas; continuous learning, conduct, application of legislation, use of code of ethics, environment/green, communication, relationship building, conflict resolution strategies, privacy and confidentiality, and advocacy. These are all about the development of the practitioner.</p> <p><b>A majority of the skills in the former skill sets U5903.0 Foster Relationships with Children and U5905.0 Cultivate Family, Culture and Social Relationships were merged into one large skill set Foster Relationships 9203.0</b></p> <p><b>Rationale:</b></p> <p>Early learning within the context of developing the skills of a child development practitioner is relationship based. Fostering relationships is therefore the foundation for all skill sets within this Training Standard Log Book. The skills abilities related to developing those authentic and meaningful relationships and maintaining them are the</p>



	<p>same whether you are referring to a child, family, community or other social relationship. As a result, the new skill set simply has two skills. They reflect a merger of all the existing skills that were redundant and prescriptive.</p> <p><b>Skills that have been merged:</b></p> <p>Many existing skills were changed, merged and/or updated as a result of being too prescriptive and overlapping or being unclear.</p> <p><b>For example:</b></p> <p>Skill U5900.12 Protect Children was replaced with two new skills; <b>9201.12 Identify when a child is in need of protection and 9201.13 Report when a child is in need of protection</b> – skill development related to identification is quite different from reporting.</p> <p>Skill U5900.05 label hazardous materials and medicines and store them correctly was separated. Handling skills differ between hazardous materials and medicines. The verb in the skills was changed from “labelling” to the bigger action of “handling” which encompasses labelling, validating the expiry date, storage etc... – new skills are <b>9201.02 Handle hazardous materials 9201.04 Handle food and drink items and 9201.05 Handle Medications.</b></p> <p><b>The skill set related to administrative and organizational duties (formerly U5908.0, now 9202.0) has been updated and expanded in the following way:</b></p> <ul style="list-style-type: none"> <li>• This skill set now encompasses all “reporting” related skills</li> <li>• Reporting and records have been divided into; daily attendance (9202.01), medical health and nutritional reporting and posting (9202.02), children’s records (9202.03), facility and maintenance records (9202.04), compliance with medical requirements (9202.05), communication logs (9202.06) – Though some of the skills were similar no matter the type of report, the working group indicated that the importance of these reporting functions suggested that a more detailed listing was required.</li> </ul>
<p><b>General Notes &amp; Rationale</b></p>	<ul style="list-style-type: none"> <li>• This Training Standard revision for Child Development Practitioner now includes 6 skill sets and 48 skills (previously 9 skill sets and 98 skills).</li> <li>• <b>The new Training Standard Log Book is now directly reflective of terminology, concepts, standards and competencies in key sector related codes, standards, best practices</b> including but not limited to; the College of Early Childhood Educator’s 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).</li> <li>• <b>The new Training Standard Log Book has been updated to directly reflect applicable legislation and regulation</b> including the new Child Care and Early Years Act 2014, 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. The Day Nurseries Act was repealed in 2014.</li> </ul>



- **The Child Development Practitioner Training Standard Log Book was last updated in 2005 and was no longer reflective of both industry needs, philosophies and expected outcomes. All of the changes reflect the evolution of the program's as well as the industry's needs.** (For example, former skill set U5902.0 Perform basic daily routines is based on archaic approaches to child development and the role of the child development practitioner; former skill set U5904.0 Plan developmentally appropriate programs was titled and structured in a way that reflected archaic concepts of program planning that no longer apply – it is now revamped and called Create learning experiences and environments to reflect updated concept of emergent learning)
- **The format of the previous 2005 training standard was extremely prescriptive which led to an excessive amount of skills and details that were not applicable to the needs of the sector and did not adequately reflect a measurement of the apprentice's skill and competency development** (For Example, former skill U5902.08 Perform laundry duties; and Former skill U5902.12 organize a cloak room).
- **The existing 2005 training standard did not adequately reflect the multitude of environments in which a Child Development Practitioner could work and were written specifically for more traditional child care environments** (For example, former skill U5902.01 Open and close the childcare centre's facilities – does not take into account full day kindergarten environments).
- **Critical skill sets and skills related to assessment and observation were completely missing from the 2005 training standard log book** (there was only one skill in the old standard related to assessment (U5904.02 Assess children's strengths, areas of challenge, and areas of emerging skills and interest). The new standard has more accurately fleshed out skills related to assessment and observation into an independent skill set called "Assess Children's Learning and Development". This skill set now includes detailed skills related the selection of observation strategies, methods, screening and assessment tools for systematic and spontaneous observation as well as skills related to consultation with parents/guardians, para-professionals and community resources that is part of the observation and assessment process. This new skill set now falls logically into the skill set flow.
- **The existing skill sets related to protecting self and others and practising and promoting health (U5900.00 and U5901.0) in the 2005 training standard log book were merged into one skill set to more adequately reflect the organization of the Code of Ethics and Standards of Practice for Early Childhood Educators.**
- **The existing skill sets and skills in the existing 2005 training standard did not adequately reflect roles and responsibilities in relation to the children, families, community and profession.** For example, existing skill set U5903.0 "Foster Relationships with children" omitted skills related to foster relationships with individuals other than the child (i.e. colleagues, families, para-professionals etc...). The updated skill set "Foster Relationships that Support Learning" is much more inclusive of these concepts and skills.
- **The skill set order was reorganized to reflect a more logical order.** The updated version of the skill set "Perform Administrative and Organizational Duties" now directly follows the updated skill set related to "Practise and Promote Health, Safety and Well

Being”. The new skill set related to assessment now falls prior to the new skill set “Create Learning Experiences and Environments”. However, skill sets and skills are not meant to be completely sequential in nature.

- **The inter-relationship between the different skill sets and the skills within them are now clearly stated in a skill set descriptor to ensure that the program results in the development of a skilled practitioner who looks at child development holistically.**
- **Template changes – specific to the needs of Child Development Practitioner:**
  - CDP to ECE flow chart included in the new standard
  - Mapping Chart of Skills to Reportable Subjects in the new Curriculum Standard
  - Program Summary now includes:
    - **Resource and links list** including CECE, Ministry of Education, Ministry of Health and Long Term Care, Ministry of Children and Youth Services, Ontario Association of Children’s Aid Societies, Association Early Childhood Educators Ontario, Association Francophone a l’education des service a l’enfance de l’Ontario, Ontario Coalition for Better Childcare, Canadian Childcare Federation
    - **Updated reference to new curriculum hours (750 hours)**
    - Recommendations regarding mentor to apprentice ratios
    - Summary of **ratio requirements under the Child Care and Early Years Act**
    - Summary of requirements under the College of Early Childhood Educators
    - **ECE as a regulated profession**
    - Summary of requirements related to **vulnerable sector checks**
    - Summary of **Continuous professional Learning Requirements** under the College of ECEs
    - Recommendations related **to settings for completing the CDP** apprenticeship