

Skills for Success Curriculum Resource Cover Page

Organization

CESBA

Curriculum Resource

Child Development Practitioner Apprenticeship – Suitability,
Duties and Responsibilities

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts and presentations	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B4. Express oneself creatively	2

Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	2

Goal Paths (check all that apply)

- Employment
 Postsecondary
 Apprenticeship
 Independence
 Secondary School Credit

Embedded Skills for Success (check all that apply)

- Adaptability
 Numeracy
 Collaboration
 Problem Solving
 Communication
 Reading
 Creativity and innovation
 Writing
 Digital

Notes: Milestones 14, 1 or 2

This resource has content and modified materials from:

Laubach's Get-Set Early Childhood Education course, resource available for download at: <https://www.laubach-on.ca/bookstore/book/get-set-for-early-childhood-education-ece>

TR Leger's School of Continuing Education, STEP Program's Skills and Strategies for ECE Assistants Curriculum, program link:

<https://trleger.ucdsb.on.ca/>

Literacy Link South Central's Next Level Skills for Early Childhood Educators course, resource available for public use at:

<https://www.llsc.on.ca/skills-for-work---ece>



Child Development Practitioner Apprenticeship – Suitability, Duties, and Responsibilities

Includes Answer Guide

Pathway Pillar – Integration of LBS Services to Support Apprenticeship

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Thank you to the many CESBA members that supported the project by reviewing curriculum resources.

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Canada



Ontario



This Employment Ontario service is funded in part by the Government of Canada and the Government of Ontario and through the Canada-Ontario Job Fund Agreement.

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Child Development Practitioner Apprenticeship – Duties and Suitability

The Child Development Practitioner Apprenticeship (CDP) Program is designed for individuals that are working in a childcare setting or looking for an apprenticeship sponsor. Being a CDP apprentice allows you to study on a part-time basis while continuing to work in the childcare field.

The Child Development Practitioner Apprenticeship is a voluntary trade that provides an alternate pathway choice to the traditional college pathway for Early Childhood Educators. Apprentices that complete their apprenticeship training and receive a Certificate of Apprenticeship from the Ministry of Labour, Immigration, Training and Skills Development can choose to continue with formal college studies to receive their Early Childhood Education (ECE) diploma at a community college.

Information taken from [child-development-practitioners_tea_jan-22-2016.pdf](#) ([skilledtradesontario.ca](#))

Lesson 1: Is a CDP Apprenticeship Right for You?

An apprenticeship training program consists of on-the-job training and in-school classes. To complete the apprenticeship of a Child Development Practitioner it takes approximately 3 years. This includes 5280 hours of on-the-job work experience and 720 hours of in-school classes and training.



The following description of a Child Development Practitioner is taken from the Ontario Skilled Trades website.

Child Development Practitioner

A Child Development Practitioner (CDP) plans and implements age-appropriate service, supports and programs for children that facilitate physical, social, emotional and cognitive growth. CDPs deliver services in multiple settings, including, but not limited to, childcare centres/facilities, the preschool sections of hospitals and schools, and Ontario Early Years Centres.

Specifically, a Child Development Practitioner:

- practises and promotes health
- fosters relationships with children
- plans developmentally appropriate programs and supports emergent learning practices
- cultivates family, cultural and social relationships
- applies intervention strategies
- participates in a team environment with families, colleagues, community members, and support services providers
- works in an interdisciplinary team environment and communicates with other professionals
- practices professionalism and adheres to ethical standards

Credit: <https://www.skilledtradesontario.ca/trade-information/child-development-practitioner/>

The Main Duties of a Child Development Practitioner

Child Development Practitioner Apprentices would typically perform some or all the following duties:

- develop and implement childcare programs that support and promote the physical, cognitive, emotional and social development of children
- lead activities by telling or reading stories, teaching songs, taking children to local points of interest and providing them with opportunities for expressing their creativity through the media of art, dramatic play, music and physical activity
- plan and maintain an environment that protects the health, security and well-being of the children
- assess the abilities, interests and the needs of children and discuss the progress or problems with parents and other staff members
- observe children for signs of potential learning or behavioural problems and prepare reports for parents, guardians or supervisors
- guide and assist children in the development of proper eating, dressing and toilet habits
- establish and maintain collaborative relationships with co-workers and community service providers who are working with the children
- plan and organize activities for school-age children in childcare programs before and after regular school hours
- supporting Early Childhood Educators (ECE's) in carrying out programs that promote the physical, cognitive, emotional and social development of the children

- engaging children in activities by telling stories, teaching songs and preparing crafts
- preparing snacks and arranging rooms or furniture for lunch and rest periods
- submitting written observations on the children to supervisors
- maintaining childcare equipment and assisting in cooking and housekeeping duties
- attending staff meetings for discussing progress and problems of children and,
- assisting supervisors in keeping records.

Activity 1: Role and Duties of a CDP Apprentice

1. After reading through the description and duties of a CDP Apprentice, share 4 duties that you think are most important.

2. What kind of roles does a CDP Apprentice take on?

3. Name two duties/responsibilities that you did not know were important to this job.

Are You Right for the Job?

Do you recognize any of these qualities in yourself?

Leadership

As a Child Development Practitioner, you will face many difficult situations where you need to use leadership skills to encourage and help guide children in the right direction. This also requires good problem-solving skills. When conflicts happen in your playroom you need to be able to handle them in a calm and professional manner that helps children learn from the situation.



Having a desire to make a difference

Having a desire and belief that you can make a difference in children's lives, even on the most difficult days is another quality of being a CDP. Having an understanding and sensitivity to the challenges that children may have and being genuinely committed to helping children learn are all important qualities to becoming a successful CDP Apprentice.



Being creative



As a successful CDP, you will need to be creative in designing lessons and engaging the children in your care. Every child is different and has unique interests, personalities and learning styles. It takes creativity to have fun learning activities for children from different learning abilities and cultural backgrounds.

Patience

Young children are still learning to manage their emotions and self-regulate. It takes patience to work with young children as they are learning valuable skills. Children learn from those around them and showing patience will teach them to be patient as well. Providing a structured environment that helps children with important self-regulation skills such as listening and taking turns is a big part of your job. Children feel more comfortable around you and in the childcare environment knowing you have lots of time for them.



Interpersonal Communication Skills



Being able to connect with young children and their families and having an open and encouraging rapport can make a big difference in children's childcare experience. As a CDP you will have communication with other educators, your

administrative team, and other professionals. Being able to communicate effectively and sharing what is happening within your playroom can be very helpful to children in your care getting help when needed. Being empathetic and understanding the needs of others with a kind and caring nature is important as a Child Development Practitioner.

Being adaptable and a good team player

Being organized and having good time management skills is very important in a childcare setting. When working with children, schedules can change in a moment's notice. You will need to be able to adjust your plans with very little notice and work well as part of a team. Children feel safe when their caregivers can adapt to situations as they happen and stay calm in difficult situations.



Being energetic and enthusiastic

Young children are very energetic, they love to run, jump and climb. It's easy to understand how a day in childcare can be exhausting. Having a certain level of stamina to keep up with your energetic group of children is needed to create an enjoyable classroom that keeps children engaged.



All of these qualities make you a good fit for a Child Development Practitioner.

Activity 2: Qualities and Attributes of a CDP Apprentice

1. An attribute is a quality, character, or personality trait you have.

What are some attributes you believe that every CDP Apprentice should have?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. What attributes do you have that will make you a successful at this job?

- a) _____
- b) _____
- c) _____
- d) _____

3. Patience and empathy are both important attributes as a Child Development Practitioner. Give 2 examples of how CDP's can show patience and empathy with the children in their childcare centre.

Activity 3: Child Development Practitioner Apprentice Suitability

Please answer these questions about yourself by checking off yes or no.

1. Do you enjoy spending time with children? yes___ no___
2. Can you patiently wait in a long line-up, for example at the grocery store? yes___ no___
3. Are you able to cope in situations of stress and crisis situations? yes___ no___
4. Are you interested in making a difference in the lives of children? yes___ no___
5. If the plans you have made suddenly change, can you be flexible and go with the flow? yes___ no___
6. Would your friends or family describe you as a warm person? yes___ no___
7. Do you have an interest in working with children who face learning challenges? yes___ no___
8. Are you energetic, have the energy to keep going all day, for example: balancing housework and your job? Yes___ no___
9. Do you believe in protecting people's privacy? yes___ no___
10. If two people are having an argument, can you help them to find a solution that helps both? yes___ no___
11. Do you believe that all human beings should be treated equally, with the same kindness and respect, no matter who they are? yes___ no___
12. Do you try and set a good example for the younger people in your family (in the way you speak, dress and act)? yes___ no___
13. Are you a good listener? Do you make the effort to listen and understand when helping someone? yes___ no___
14. Do you enjoy working as team and cooperating with others? yes___ no___
15. Are you able to remain calm when others might be upset? yes___ no___

Did you answer "yes" to nine or more of these questions? If yes, being a CDP Apprentice could be the right choice for you.

Child Development Practitioner Apprenticeship; a Great Career Choice

There are so many great things about working with children. Here are a few reasons why working with children is such a great career choice.



1. You get to watch children learn, grow and succeed while in your care. Children learn so much the first years of their life, you will be a key part in helping them learn and meet so many milestones. Getting to watch a child learn how to dress themselves for outside play, count to 5, or recognize the letters in their name is such a fun and rewarding job.
2. Being a Child Development Practitioner and working with young children keeps you active. Working with young children takes a lot of energy and enthusiasm and your office is a playground and playroom/classroom where children play and enjoy themselves. How wonderful is that!
3. Most parents and families appreciate the work you do for their child. They are grateful for having an environment where their child feels safe and loved, where they are with caring adults that they can trust. Having the appreciation from parents and seeing children that love to come to your classroom gives you a sense of fulfillment.
4. Working as a Childhood Development Practitioner your days are always different and interesting. There are always new things to

discover and learn while spending your time with young children. The children in your care will be constantly changing and learning, you will never get bored.

Activity 4: Sharing your own Ideas

Add two more reasons of your own. Why do you think this is a great career choice? What do you think makes being a Child Development Practitioner a fun and rewarding career?

Activity 5: A Day in the Life of an Early Childhood Educator

Watch the following video to get an idea of what it is like to be a Child Development Practitioner.

This video and the statement from Erika refer to a day in the life of an early childhood educator, because both the Child Development Practitioner Apprenticeship and ECE College Pathways involve working with children in a childcare setting therefore, this video and statement are applicable to both pathways.

https://www.youtube.com/watch?v=ZJ_ji3Hd0Jw

[Day in the life of an Early Childhood Educator - YouTube](https://www.youtube.com/watch?v=ZJ_ji3Hd0Jw)



Working in a Childcare Centre

My name is Erika Morris and I am a Registered Early Childhood Educator (RECE). I completed my studies in 2001 through Algonquin College in Ottawa Ontario. I was originally drawn to the program as from an early age I was intrigued by children and their outlook and view on life, how they enjoy the littlest of moments. I was fortunate to have 3 placements in my 2 years in the program. I did 8-week placements in an after school/school age program, preschool program and an infant room. I quickly learned I was on the right path through these hands-on learning experiences. These children were someone's 'everything' and their development and milestones were being shared with me and I was given the opportunity to foster their learning. Early Childhood Educators not only shape young minds but also help children realize

their true potential along the way. In short, we get to provide each child with a good start not only in education but also in life. I am currently in a classroom working alongside other members of the kindergarten team. A typical day consists of plenty of outdoor play, play based learning centres, enquiry-based projects based on the children’s wonders and interests at the time. Working alongside these young minds provides me the opportunity to be flexible, caring, compassionate, creative and empathetic. Starting and ending my day with their individual greetings, hugs, endless smiles is why after 20 plus years I am still a proud and privileged Early Childhood Educator!



1. Share two things that all of these workers have in common when it comes to working with children.

2. Share something that you learned about working with children from the video or Erika’s statement.

3. What were some of the things that these workers mention that they found rewarding when working with young children.

Lesson 2: Teamwork and Working with Others

Child Development Practitioners (CDP'S) are part of a team. It is your job to support your coworkers and work together with many other professionals. CDP's need to be cooperative and flexible and work together as a team.

Good teams treat each other with respect and support and encourage one another. They share the same goal and are willing to take responsibility as a team.

If you enjoy watching or playing sports, you might have noticed the teams with the best players often do not win championships. It is the teams that work best together that achieve great things.



Building on other ideas and sharing the workload is part of what makes teamwork fun. Teamwork can mean less stress, more laughter and achieving amazing things together.

Working with Others as a Child Development Practitioner

Wherever you work as a CDP Apprentice you will be working with a team of professionals. The chart below shows some of the professionals in the field and their duties.

Consultant - Occupational Therapist	Develops treatment plans to help improve child’s cognitive, physical, sensory, and motor skills
Consultant - Speech Therapist	Develops treatment plans to help improve child’s communication skills
Consultant – Behaviourist	Develops plans to help encourage positive behaviours

Childcare Setting

In a childcare centre the CDP would work as part of a team in the classroom with a Registered Early Childhood Educator (RECE). In this setting, the RECE acting as the Co-operative Teacher would be signing the CDP’s Apprentice Logbook (Apprenticeship Schedule of Training).

The Supervisor at the childcare centre would be responsible to make sure that the CDP Apprentice meets all of the mandate requirements, including vaccines, and paperwork. The Supervisor also ensures that the CDP understands and follows the policies and procedures of the centre.

Registered Home Care Child Provider

In a registered home care setting, the CDP Apprentice would work with the Home Child Care Advisor. The Advisor would oversee and sign the CDP's Apprentice Training Logbook.

In a School Board Setting

In the school setting the CDP Apprentice would be working with the Kindergarten Teacher as well as a RECE. You might also be working with an Educational Assistant (EA) that is supporting one or more of the students in the classroom. The team in a school setting also includes the Principal, Vice Principal, Office Administrator(s) (OA's) and other teachers.

Activity 1: Apply Your Own Knowledge

1. Think of a time when you have been part of a team or a group. (For example: a sports team, a classroom project, a student club) What was your role and how did you contribute? What are some benefits of working with a team rather than on your own? What are some problems that could come up working as a team?

Activity 2: Self Survey

Think about your behavior in a recent group or team situation. Read through the list and put a check in the column that best describes your behaviour.

After you calculate your score discuss your results with your instructor and if needed, make a plan to improve your teamwork skills.

Communication Skills	Always	Sometimes	Rarely
I try to actively listen to my coworkers			
I ask questions and invite others to speak			
I enjoy talking in a group			
I stay on topic			
Leadership Skills	Always	Sometimes	Rarely
I like giving information or directions			
I encourage and cheer on others			
I offer to help others even when I am busy			
I am trustworthy and others feel comfortable to talk with me in confidence			
I feel team goals are just as important as individual goals			
Problem Solving Skills			
If I have a problem, I can state it easily			
I feel comfortable asking for help			
I think about my decisions carefully			
I use "I statements"			
Team Building Skills			
I am interested in team training			
I tell the people I work with that I appreciate them			
I do not create drama at work			

	Always	Sometimes	Rarely
I am happy when my teammates succeed			
When I receive praise, I share the credit with my teammates			
When everyone is working late I stay and help if I can			
Expressing Feelings			
I think it is important to tell people how I feel			
I focus on the learning opportunity when I make mistakes			
Getting Along with others			
It is important to me to help others succeed			
I use please and thank you when working with others			
I feel I have a lot of patience			
If I disagree with what the team has decided. I respect their decision and still work towards the team's goal			

Scoring

Always = 5 points Sometimes = 3 points Rarely = 1 point

Total Score = _____

If you scored 70-100 points: You are ready to work well as part of a team. You are considerate of others and have the right communication skills to be a good team player.

If you scored 40-70 points: There are many workshops and courses you can take to help improve your teamwork skills. Ask your instructor about some of these that might interest you. You are on your way to becoming a great team player!



If you scored 0-40 points: Talk to your instructor about gaining some practical experience working with others. If you require extra help with team working skills, your Instructor will be able to assist you with extra materials.

Activity 3: Analyzing a Scenario

Amy is doing here CDP Apprenticeship in the toddler room at a childcare centre. She and 3 other co-workers have been asked by their supervisor, Mandy, to work together as a group and plan some activities for Valentines Day. Amy submitted the ideas and plans to Mandy, but she admits to her that these are her own ideas that she came up with on her own. She let Mandy know that it was difficult to find time for them all to meet. She did text the others and try to set up a meeting, but they either never responded or were not available at the times that Amy was. Mandy feels that Amy did a good job and liked her ideas but is concerned about her teamworking skills.



1. What did Amy do well?

2. What could Amy have done differently?

3. How do you think the supervisor, Mandy, should handle this situation?

Barriers

A barrier is an obstacle that prevents progress or keeps people or things apart.

You may experience various barriers while working as a Child Development Practitioner. These barriers may be:

Physical	Perceptual	Emotional
Health	Experiences	Fear
Proximity to educational facilities	Interests	Anxiety
Transportation	Culture	Anger
Childcare	Religion	Stress
Housing	Upbringing	Embarrassment
		Excitement

Activity 4: Talking about Barriers

1. Are there any barriers from the above list that you see becoming a barrier for you? Choose at least one possible barrier and describe how it relates to your life and you could overcome it.

Lesson 3: Initiative, Resourcefulness and Teaching Children

Taking Initiative



Initiative is the act of doing something without being asked to do it. It is the ability to assess a need and start to work on it independently. At work, taking initiative means going the extra mile or going above and beyond your normal job responsibilities to make things happen. It is not easy to always show initiative. As a Child Development Practitioner Apprentice, you will sometimes need to recognize what is needed on your own. Supervisors, managers or other education staff cannot always be there to assist you and tell you what to do. Working with children can be a very busy job and it is helpful if there are staff who can make decisions and work independently. Always look for the opportunity to take initiative. Try to remain as busy

and observant as possible, so that you are prepared when you see that something is needed.



Image credit: <http://nonprofitchapin.com/2011/10/12/how-to-take-the-initiative/>

Tips on Showing Initiative

The more you work on taking initiative the more easily you will be able to find ways to be more resourceful and act when needed. Being resourceful means learning where to find answers or information. Being resourceful is a key part of taking initiative.



Be willing to start small. Any action you try on your own is a step in the right direction.

Become comfortable having confidence in your decisions. It is important when you have made a choice to focus in on it and work towards that outcome when taking initiative.

Always take advice from others. It is important to not let your ego get in the way of personal growth. It is okay to take pointers from other, more experienced staff members. It is also acceptable to ask questions

or ask for assistance if you are not sure about a situation. Knowing how a staff member you respect reacts to your decisions will help when making independent decisions in the future. Becoming a good team player can lead to your being a more independent employee.

When possible, step into a needed role when someone is absent or tied up with other responsibilities. Taking on extra responsibilities to help is another wonderful way to show initiative at work.

Many people experience shyness. If you feel this way, then you are not alone. It is good to understand your personality and what type of person you are. If you know that you are shy and find it hard to speak up or volunteer for projects that involve communicating with other people, then you can work on that part of your personality. Take small steps towards speaking up and taking initiative. It is a necessary part of your job and it gets easier over time. Being shy can be an advantage and can also be a benefit to you at work because when you do decide to speak up, you will be able to focus on what needs to be said and will rarely over talk. Shy people are very to the point, no nonsense speakers, which is a great quality, so be sure to use that when at work.

As you get to know the children in your childcare centre, you will find ways to perceive and prevent problems before they happen. You will learn from past mistakes or experiences. Foreseeing challenges and understanding what might happen if you make a certain choice will help as you work towards acting independently in the future.

Activity 1: Understanding Initiative

1. Look the word initiative up on an online thesaurus, what are two synonyms for this word?

2. Go to dictionary.com and write the definition of initiative on the lines below.

3. Share a time in your life when you chose to show initiative. Where was this and what did you do?

Resourcefulness

A resourceful person can find fast, valuable ways to deal with problems or sudden events. This is not always a natural soft skill. It is a skill that you need to learn and practice over time. Being resourceful may mean adapting and accepting the need to reroute or think outside the box when problems occur. There will be duties requiring resourcefulness in this occupation like determining a new course of action for helping a child, the right staff to ask for guidance, or the best learning tools to

use, etc. Most of all, resourcefulness depends on having an open mind and the self-assurance that 'you can do this' when you are faced with an obstacle or problem.

Going into a new workplace, meeting new staff and facing the unexpected problems of each day also involves being resourceful. In childcare different situations can occur daily. Resourcefulness does not necessarily mean handling a situation alone. It means discovering how to find information or find the right people at work or in your personal life to help you find solutions. Building this skill involves patience, perseverance and dedication. As you grow in your job, your knowledge base will continue to increase and knowing where to access the information you need will start to come more quickly to you.



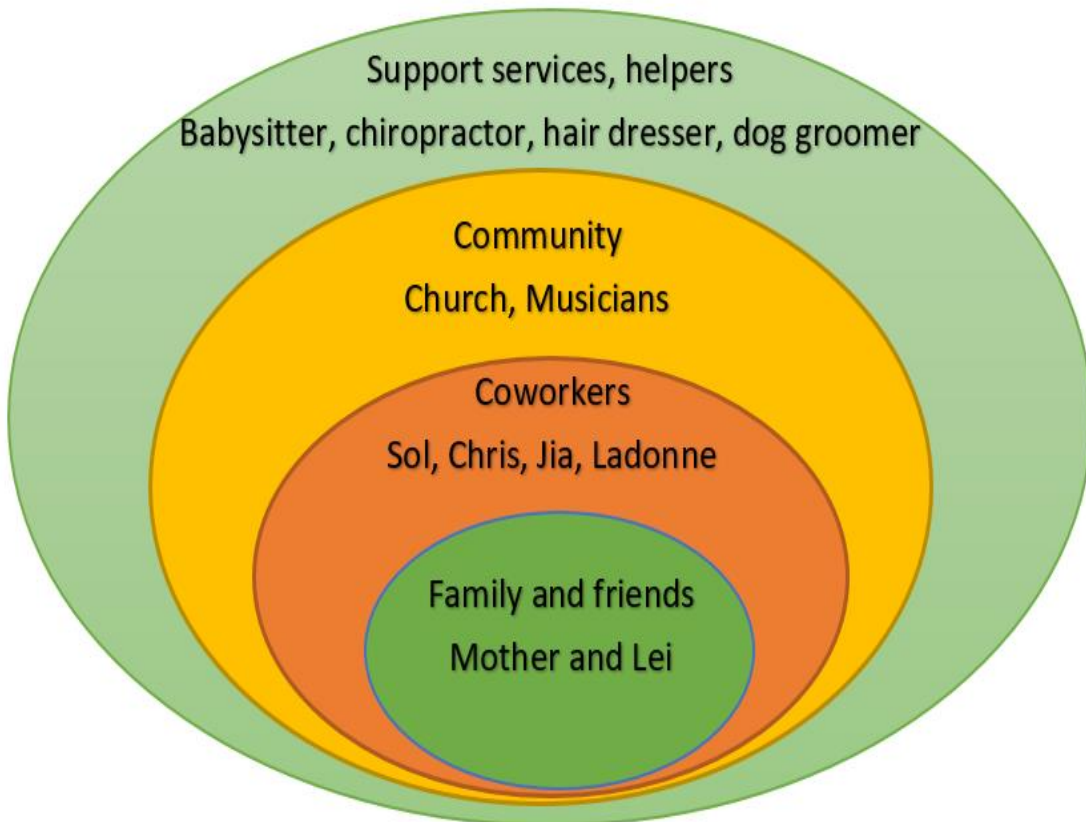
Activity 2: Your Circle of Support

Part of being resourceful is understanding your circle of support.

A circle of support is the people in your life that you can ask for help or advice when you are faced with a challenge. The circle starts at the people closest to you and then moves outward to include people in your workplace and community.

Scenario: Sarah has a four-year-old child, Becky, that her mother babysits during the day. When Sarah goes out in the evening, she calls Penny, a teen in her apartment building, to babysit Becky. She has a best friend named Lei that she has coffee with after work. Sarah works at a deli in a big grocery store with her three co-workers Sol, Chris, and Jia and her manager Ladonna. She attends church on Sundays and volunteers for their food program. She also plays guitar and gets together with local musicians once a week to play music. She has a hairdresser, a dog groomer and goes to a chiropractor for a neck issue.

Here is Sarah's circle of support:



Activity 3: Looking at Sarah's Circle of Support

1. Looking at Sarah's circle of supports fill in the lines beside each example with the people/person that Sarah might go to for support.

a) Sarah needs to change her shift at work to go to Lei's birthday party.

b) Sarah is worried that Becky isn't getting enough social interaction with children her age. _____

c) Sarah has been asked to play guitar with her musician friends Thursday evenings for 3 weeks in a row. Thursdays are often the day she meets Lei for coffee after work and she also needs to think of Becky. _____

d) Sarah has been doing a lot of extra lifting at work and is noticing her back and neck have been sore in the evenings.

e) Sarah loves her job but would like to increase her responsibilities and maybe try a different position in the store.

f) Sarah lost one of her good friends in a bad car accident and has been finding it very difficult to cope with.

g) Sarah would like to organize a 80th birthday party for her Gramma but she is so busy she isn't sure if she could do a good job and make it special.

Using Sarah’s circle as a guide, fill in your own circle of support.

My Circle of Support



Lesson 4: Confidentiality

Confidentiality is defined as the state of keeping or being kept secret or private. *(Source: English Oxford Dictionary, October 25, 2018)*

Parents, co-workers, and your supervisors need to be able to trust you to not give out personal details about children in the childcare centre. Anything that happens at the centre is not to be discussed with people outside of the childcare centre. If there is a situation where you are unsure if you should give information or not, always talk to your supervisor and seek advice. When you are hired you will most likely be asked to sign a confidentiality agreement saying you will not discuss the children and any of the family's information with anyone except those directly involved with the children (staff members, community support workers, parents).

Activity 1: Confidentiality Reflection

1. How would you define confidentiality?

2. Why is confidentiality so important as a CDP Apprentice?

3. Scenario A: You are at the grocery store when you run in to a friend you haven't seen since you started your new job as a CDP. You tell your

friend about your new job. He then says, “Oh my friend’s kids go to that childcare, their names are Emma and Blake, do you know them?”

How do you think you should respond?

2. Scenario B: You are working in the pre-school classroom. At the end of the day one of the parents approaches you. She tells you that her daughter told her that Nolan can already count to 50. She wants to know if this is true and also asks how many other children can count that high.

How do you think you should respond?

Privacy and Workplace Gossip



Many people gossip at work. When you start your apprenticeship, try to avoid participating in this. Gossip is personal information spread around the workplace about a co-worker, boss or families at the childcare centre. There is no doubt about it, workplace gossip can lead to low spirits and less success on the job. Gossip is a time waster and can be hurtful to your co-workers. If you respect privacy, then you will not give in to gossip. The information might be true, exaggerated (blown up) or false. Regardless, it is important to try to not be a part of anything that may

cause problems in the workplace. It is difficult sometimes to not become frustrated with co-workers or feel a need to gossip with them. Your co-workers and the families in the childcare deserve privacy, and gossip breaches that trust.

Some comments could be made about you that could hurt your ability to do your job well. It is not always easy but try not to let gossip affect how you feel about your work. A way to do this is to focus on your workplace goals and not on negative talk. Gossiping about where you work in general or saying bad things about your workplace to other workers is also something to be avoided. Good suggestions help a business succeed more than complaints. Employers value loyal (reliable, dependable) employees.

Public Conversations

Sometimes, you may have frustrating days and may want to vent to other staff members. Never discuss your learners in community places. If you go out for coffee or lunch with co-workers, leave this type of talk behind. Avoid engaging in workplace gossip. This is not only unprofessional but also a breach of trust and confidentiality.

Privacy and Social Media

The world is becoming more and more dependent on technology. With these changes, it is more important than ever to make sure children's' privacy is protected.



You should never share private workplace information on your social media accounts. Do not post negative comments about where you work if you have a bad day or comments about co-workers or children you might be frustrated with.

Three Common Types of Dual Relationships

1. Familial

A common dual relationship type is one where an employee's own child or family member is part of their workplace setting. This means there are two relationships which are both professional and personal with a child in the workplace. There are many ways a familial relationship can occur. Sometimes the RECE's own child is enrolled in the childcare centre in which they work. Other times, it might be a niece, nephew or cousin at the workplace.

2. Business

Another type of dual relationship is when there is a business relationship with a child's family member outside of the workplace setting.

Business relationships involve the exchange of money or services between a CDP and a child's family member, for example: hairdresser, dentist or a child's coach. There could be a relationship as well where you have worked for the family in some capacity or has in the past. For example: the child's parent or guardian is the your second employer.

3. Personal

The third type of dual relationship is a personal relationship. The dual relationship exists because the CDP has two relationships both personal and professional with a child's family member. This could be a friendship or romantic type of relationship.

Activity 2: Referring to Workplace Examples

Use the link provided below and read the scenarios on pages 13 to 15 to better understand Dual Relationships, then answer the questions provided.

[PracticeGuideline_ManagingDualRelationships.pdf \(college-ece.ca\)](#)

https://www.college-ece.ca/en/Documents/PracticeGuideline_ManagingDualRelationships.pdf

Jean (page 13)

1. Why did things get complicated for Jean?

2. What Dual Relationship was Jean managing?

3. What was the result of Jean creating this dual relationship?

Simone (page 14)

1. Do you think Simone's friend developed extra expectations for her child's care based on their friendship?

2. Do you think these expectations are unfair to Simone?

3. If you were Simone, how would you handle the situation?

Farah (page 15)

1. How has Farah's situation at work changed and why?

2. Brainstorm: What might be some of the pros of the policy for staff children to attend the centre? What might be some of the cons?

3. What problem-solving idea do you think the staff might present for their supervisor's situation. State your opinion and provide an example.

Review:

In your opinion, how is it best to handle dual relationships in early childhood education?

Lesson 5: Duty to Report

Please read the following excerpts of information on Duty to Report as posted on the Ontario Association of Children's Aids Society Website.

Credit: <https://www.oacas.org/childrens-aid-child-protection/duty-to-report/>

Procedure, Privacy and the Duty to Report

If you are working as a Child Development Practitioner Apprentice and have something you need to report, you should discuss it with your supervisor or the RECE in your room. Do this immediately and do not proceed with any additional questions or actions until this has been discussed privately with other staff. Make sure there is a space to have this discussion where you feel the information can be passed on without the children or parents entering the centre being able to hear you. If a duty to report situation does arise when you are working, do not share the details with any individuals outside of the staff that you work with. If something happens that makes you worry about a child in your care, but it does not fit the requirements of a duty to report discuss with a staff member about beginning an observation of the child to address any concerns. Never keep a worried feeling to yourself. Your RECE and supervisor are there to hear any concerns that you may have.



Activity 2: Duty to Report

Check the appropriate box based on the examples provided in the table below.

Example	Duty to Report	There is no duty to report	Suggest an observation
1. A 7-year-old child in your care shows you a bad burn on their arm. They say they burned it making hot dogs for dinner when left alone for the night at home.			
2. A child comes in with bruises 3 times in the same month. They say they hurt themselves biking.			
Example	Duty to Report	There is no duty to report	Suggest an observation
4. One of the children in your care comes to the childcare with lice 2 days in a row. You sent a letter home addressing the problem the first day.			
5. It is the end of January and one of the children at the childcare has come in with old running shoes and no snow pants the whole month.			
6. You hear a child tell a friend that they fear their mean stepparent.			

Congratulations! You have finished this course.



Answer Guide

Lesson 1: Is a CDP Apprenticeship Right for You?

Activity 1: Role and Duties of a CDP

1. Answers will vary, learner should share 4 duties of a CDP Apprentice that they feel are important.

2. Answers will vary, learner should include 3 roles or ideas of roles that a CDP apprentice takes on. These could include caregiver, teacher, cleaner, cook.

Activity 2: Qualities and Attributes of a CDP Apprentice

1. Answers will vary, learners should have 5 attributes that they feel every CDP Apprentice should have, this could include: creativity, flexibility, patience, kindness, enthusiasm, teamwork, time management.

2. Answers will vary, learners should share 4 attributes they feel they have that will help make them successful as a CDP.

3. Answers will vary learner to give 2 examples of how CDP's can show patience and empathy. Example answer: Talking about the child's feelings, being a good role model and showing empathy towards others, showing that you care about how they feel (being supportive and encouraging). If a child was scared to climb the slide, talking with them about their feelings, listening and supporting them.

Showing patience; waiting for a child to get dressed for outside play that is trying hard to do it on their own, letting a child take their time to complete a craft or puzzle, praising and noticing when they are doing a good job waiting in line/waiting for their snack.

Activity 3: Child Development Practitioner Apprentice Suitability

Learner should have completed the survey by answering yes or no to the questions provided. Good chance to discuss some of the questions/ results with the learner.

Activity 4: Sharing Your Own Ideas

Answers will vary, learner should share two more reasons of their own of why they think choosing to work as a CDP Apprentice is a great career choice and what they think makes being a CDP a fun and rewarding career.

Activity 5: A Day in the Life of an Early Childhood Educator

1. Answers will vary, learner should share two things that the people in the video have in common. Answers could include: their love for children, they all love their job, care about children/want the best for the children in their care, find their job rewarding, like to come up with new and creative things for the children to do.

2. Answers will vary, learner should share something that they learned about working with children from the video.

3. Answers will vary, learner should include at least 2 things that the ECE's interviewed found rewarding about their job. Answers could include watching children grow and learn new things, helping children, having the children being happy to see them, having children trust you, knowing you had a part in their growth and learning, feeling a part of the children's 'family'.

Lesson 2: Teamwork and Working with Others

Activity 1: Apply Your Own Knowledge

1. Answers will vary, learner should share a time when they were part of a team or group. Include what their role was and how they contributed. What benefits there are to working as a team rather than on their own (less stress, more ideas and suggestions from others, sharing the workload) and some problems that could come up when working as a team (different ideas, people not agreeing or people that don't get along with each other).

Activity 2: Self Survey

Answers will vary, learner should complete the self-survey thinking of a time they worked as a group. Learner and Instructor can have a chat about their score and if more teamwork skills are needed can offer other lessons. A good chance to also discuss how they feel about working as part of a team.

Activity 3:

1. Answers will vary. Example answer: Amy attempted to get the group together. She text the others in the group to set up a meeting.

2. Answers may vary. Example answer: Amy could have included suggestions in her texts to the group. She could have given them 2 dates to choose from and then went ahead and chose a time when most of the group could meet and go ahead with the people that came to the meeting. Amy could have suggested an online meeting to make it easier for the others to attend.

3. Answers will vary. Example answer: The supervisor could bring the group together to discuss the situation. She could help Amy and the group come up with ideas on how they could handle this situation better if it happens again.

Activity 4: Talking about Barriers

1. Answers will vary, learner should have chosen at least one barrier and described how they could overcome it and how it affects their life.

Lesson 3: Initiative, Resourcefulness and Teaching Children

Activity 1: Understanding Initiative

1. Answers will vary, possible answers for synonyms of initiative include gumption, leadership, ambition, drive or resource.

2. An introductory act or step, a leading action.

3. Answers will vary, learner should share an accurate depiction of taking an initiative.

Activity 2: Your Circle of Support

Learner should create a circle of support based on directions given.

Inner circle with family and friends, next circle with coworkers or fellow students. And then community members and fellow volunteers. The final circle should have support services and helpers.

Activity 3: Looking at Sarah's Circle of Support

a) coworkers

b) babysitter, mom, church

c) babysitter, Lei

d) chiropractor

e) manager

f) church, mom, Lei

g) Mom, Lei, other family members

Lesson 4: Confidentiality

Activity 1: Confidentiality Reflection

1 & 2. Answers will vary, answers should show that they understand that any personal information of any kind (about children in the childcare and their family) should be kept private and not shared in any way.

3. Scenario A & B responses will vary and should reflect that the learner understands how important confidentiality is and that they have an ethical and legal responsibility to protect the privacy of the children and the families in their care. Confidentiality helps build trust in the childcare.

Activity 2: Referring to Workplace Examples

Jean

- 1. Things became complicated for Jean when she agreed to work for two families, providing after hours care for children in their homes outside of the daycare. The first family she worked for became upset that she had reduced her time available for them and other families in the daycare were concerned how Jean working for some families might affect her relationship with the other children.*
- 2. Jean's dual relationship was a business one.*
- 3. Jean's dual relationship resulted in a lot of families being upset and wishing that the service was also available to them. The two families that she was working for outside of the daycare became upset about the time she had available to give to them and their children. Some parents and staff were going to Jean's supervisor with their concerns as well.*

Simone

- 1. Answers will vary as this is an opinion question.*
- 2. Answers will vary as this is an opinion question.*
- 3. Answers will vary, learner should include an idea that is professional to handle the situation.*

Farah

- 1. Farah is just returning to work after her maternity leave and has her new baby enrolled at the childcare where she is the supervisor. Her baby is having a difficult time adjusting. The baby cries for a long period of time after drop-off and anytime he sees her during the day.*
- 2. Pros and Cons of having staff's children attend the childcare centre.*

Some pros could include you are easily available to your child if they become sick or hurt, not having to drive to another daycare to drop off or pick up your children, knowing your child's daycare provider and the daycares policies well, easier to discuss issues with your child's ECE as they are also your co-worker. Some cons could include more difficult to discuss problems or issues with your child's ECE as they are also your co-worker, your child knowing that you are in the same building and wanting to be with you all the time, wanting to 'check-in' often with your child to see if they are ok during your workday.

- 3. Answers will vary as this is an opinion question. Learner should include an example of their problem-solving idea.*

Review: Answers will vary as this is an opinion question.

Lesson 5: Duty to Report

Activity 1: Gaining Information from a Reading

Answers will vary, learner should share 3 items they learned from the reading that they found important.

Activity 2: Duty to Report

Example 1-duty to report

Example 2-suggest an observation

Example 3-no duty to report (have discussion with parents regarding possible solutions to expenses)

Example 4-no duty to report (could have a discussion/reminder with parents)

Example 5-duty to report (discussion with parents if help is needed to buy winter clothing first)

Example 6-suggest an observation