

Instructions and Tips for Creating Compliant Policies and Procedures: Training and Development (O. Reg. 137/15, ss. 58(1))



Mandatory Information

To comply with requirements under the *Child Care and Early Years Act, 2014* (CCEYA) and *O. Reg. 137/15*, licensees are required to develop policies and procedures with respect to staff training and development for:

- employees of each child care centre operated by the licensee; and
- home child care visitors employed by the licensee and each home child care provider at a premises at which the home child care agency oversees the provision of child care:

Other Considerations

The following are some tips and other considerations for developing your training and development policies and procedures. These are not mandatory, but they will support the development of more comprehensive and high-quality policies and procedures:

General

- Provide definitions for terms used throughout your document.
- Include a space to put the date that the policy was last developed and/or updated.
- Break down your policy and procedures into two overarching areas: 1. Orientation for new employees, home child care visitors and/or home child care providers, and 2. Ongoing learning, training and development.
- Consider breaking down your policy and procedures into expectations according to staff roles and responsibilities (cook, Registered Early Childhood Educator, program assistant, supervisor, etc.)
- Be clear about the intent of your policies and procedures and what you are trying to achieve through their implementation.
- Describe how your policies and procedures link to the four foundations in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Processes and Expectations to Include

1. Orientation

While setting out policies and procedures for the orientation of new employees, home child care visitors and home child care providers, consider including:

- the knowledge acquisition and training that must be completed either before commencing employment, or shortly after starting the position, as applicable (e.g., reviews of policies and procedures, standard first aid including infant and child CPR, Workplace Hazardous Materials Information System training, food handler's certification, Occupational Health and Safety Act, other federal and provincial laws, etc.);
- the informal learning opportunities available (e.g. job shadowing);
- the timeframes within which training and orientation is expected to be completed; and

- any resources that can be used to support and develop knowledge about child care and programming (e.g., [CCEYA self-test](#), [How Does Learning Happen? e-modules](#), [Child Care Centre Licensing Manual](#), [Home Child Care Agency Licensing Manual](#) etc.).

2. Ongoing Learning, Training and Development

While setting out policies and procedures for ongoing learning, training and development of employees, home child care visitors and home child care providers, consider including:

- the unique professional learning needs and interests of existing and experienced employees, home child care visitors and home child care providers at varying points in their careers;
- the expansion of learning, training and development opportunities to others responsible for the delivery and oversight of child care (e.g., board of directors, volunteers, etc.);
- a regular training schedule and training tracking sheets to set out and document what training needs to be upgraded or offered on a regular basis to ensure currency (e.g., review of policies, procedures and individualized plans, standard first aid, including infant and child CPR, etc.);
- opportunities for qualification upgrades, including those available for assistants or paraprofessionals to take specialized early childhood education courses and work towards further advancing their current skills, education and qualifications;
- opportunities for engaging in individual reflection about pedagogy and daily practice, including discussions and collaborative inquiry among staff teams and with others in the community (e.g. The College of Early Childhood Educators Continuous Professional Learning program for registered early childhood educators);
- informal learning opportunities for supervisors, staff and providers to enhance their knowledge and skills through community networking and connections (e.g., supervisor's network meetings, provider network meetings, etc.);
- tools and resources, taking into consideration what in-person courses are available in the community and what online learning opportunities exist (e.g. leadership courses);
- which training is mandatory and optional and the rationale; and
- mechanisms to support continuous professional learning, education and development, taking into consideration how those receiving training and development opportunities will be supported by the licensee (e.g., paid time to take courses, funding to support costs, provision of resource materials, etc.).