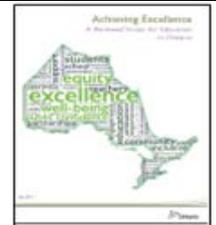


NEW [Ontario's Renewed Early Years and Child Care Policy Framework \(2017\)](#) sets a vision for a system in which all children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child- and family-centred and contribute to children's learning, development and well-being. A summary of the action items detailed within the framework is also available here: [Towards Universally Accessible Child Care: Ontario's Five-Year Action Plan](#).



[Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#) outlines the four key goals for education in the province of Ontario including: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence with plan of action to assess progress towards each goal.



Early Years and Child Care

[Ontario Early Years Child and Family Centres: A Public Plan \(2016\)](#) outlines the province's plan to transform Ontario Early Years Centres, Parenting and Family Literacy Centres, Child Care Centres and Better Beginnings and Better Futures programs into Ontario Early Years Child and Family Centres by 2018.



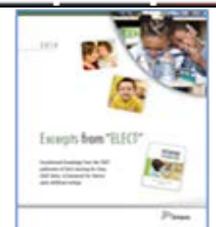
[How Does Learning Happen? Ontario's Pedagogy for the Early Years \(2014\)](#) is a resource guide about learning through relationships for those working with young children and families. It articulates a view of children, families and educators as competent and capable of complex thinking and is designed to support pedagogy and program development in the early years. As set out in the Minister's policy statement issued in June 2015, all licensed child care programs are required to have a program statement that is consistent with this resource. There are supporting resources for Educators, Leaders and Home Child Care Providers. [A How Does Learning Happen webcast](#) is also available.



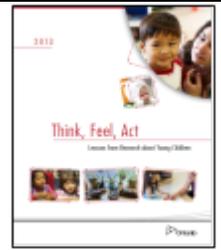
[Putting How Does Learning Happen into Practice: Program Expectations for Licensed Child Care](#) is an e-module intended to support child care programs in meeting the program requirements under the *Child Care Early Years Act, 2014*. It is divided into 5 segments with modules available in both English and French.



[Excerpts from ELECT \(2014\)](#) highlights the guiding principles in Early Learning for Every Child Today: A framework for Ontario early childhood settings (ELECT) which is recognized as a foundational document in the early years sector. It is a companion to *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Videos to support the six principles from ELECT are available on the [Early Learning Framework website](#).



[Think, Feel, Act: Lessons from Research About Young Children \(2013\)](#) is a compilation of research briefs that highlight key research findings related to seven elements of early years program quality from leading experts in the field of early childhood. Accompanying video segments are also available.



[The New Child Care and Early Years Act: What Providers and Parents Need to Know](#) answers questions about key changes that will affect licensed and unlicensed child care providers in Ontario regarding *The Child Care and Early Years Act, 2014*.

NEW [Child Care and Early Years Fact Sheets \(2016/17\)](#) have been developed to assist child care providers and parents with updated rules and options under the new regulations of The Child Care and Early Years Act. Topics include: [Age Groupings, Ratios, Group size and Staff Qualifications](#); [Family Age Groupings](#); [Recreation programs](#); [Day Camps](#); [Serious Occurrences](#); [Enforcement](#); [Child Care Wait List Fees](#) and [Determining A Program's Primary Purpose: Recreation or Child Care](#).



A number of supporting webinars are also available: [Child Care and Early Years Act, 2014 Webinar](#), [Child Care and Early Years Act, 2014 and Education Act: Phase 2 Regulations Webinar](#) and [Child Care and Early Years Act, 2014 and Ontario Regulation 137/15: Home Child Care Webinar](#).



The [Child Care Licensing Website](#) is designed to support child care providers, licensees and early years professionals and anyone who is interested in learning more about provincial requirements for licensed child care centres. It provides an overview of Child Care Licensing System, CCEYA Licensing Standards, an interactive CCEYA self-test, resources, sample forms, helpful links and more.



Kindergarten

[The Kindergarten Program \(2016\)](#) provides the pedagogical approaches and program considerations for Kindergarten in Ontario. Overall expectations are provided in the context of four frames: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours and Problem Solving and Innovating. Copies are available for ordering through [Service Ontario](#).



[Growing Success: The Kindergarten Addendum \(2016\)](#) describes the policy for assessment, evaluation, and reporting for Kindergarten and how relates it to the policy for Grades 1 to 12, as set out in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. Copies are available for ordering through [Service Ontario](#)



NEW [Communicating with Parents about Children's Learning: A Guide for Kindergarten Educators \(2017\)](#) is a resource to support educators in reviewing and reflecting on their practices with respect to writing comments on the Kindergarten Communication of Learning templates, providing feedback and engaging parents in ongoing dialogue to support growth in children's learning.

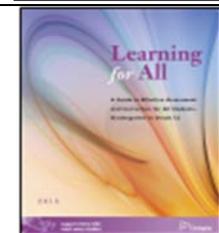
NEW

[Full-Day Kindergarten Understanding Your Child's Reports: A Parent's Guide to Kindergarten Communication of Learning: Initial Observations and the Kindergarten Communication of Learning \(2017\)](#) is a guide to support

parents/guardians understand the format of the new reports and how they can support their children's learning through ongoing communication with their educators.



[Learning for All: A Guide for Effective Assessment and Instruction, K-12 \(2013\)](#) is a resource guide designed to share information with educators about evidence-based and research-informed educational approaches including assessment for learning, universal design for learning, differentiated Instruction, and the tiered approach. [A Principal Want to Know Tip sheet](#) is now available.



[A Meta-Perspective on the Evaluation of Full-Day Kindergarten during the First Two Years of Implementation \(2013\)](#) is an integrative, evaluation report that highlights the impact of Full Day Kindergarten and helps to identify effective practices to improve the delivery of the program.



[Supporting English Language Learners in Kindergarten: A Practical Guide for Ontario Educators \(2007\)](#) is a resource designed for educators as they support English Language Learners in Kindergarten. It provides a rich source of research findings, practices, and strategies that can be put to immediate use in the classroom.



[What Works? Research Into Practice](#) is a collection of research briefs are written by scholars and experts in the field of education and highlight promising teaching practice at the classroom level. Some early years titles include: [Supporting Early Literacy Learning Through Play \(2017\)](#), [Supporting Students Vocabulary Development through Play \(2016\)](#), [Pedagogical Documentation: Opening Windows into Learning \(2016\)](#), [Supporting Early Language and Literacy \(2011\)](#).



[Capacity Building Series](#) is a collection of monographs that support leadership and instructional effectiveness in Ontario schools. Some early years titles include: [Pedagogical Documentation Revisited \(2015\)](#), [Inquiry-based Learning\(2013\)](#), [Pedagogical Documentation \(2012\)](#), [The Third Teacher \(2012\)](#), [Maximizing Mathematical Learning in the Early Years \(2011\)](#) and more.



[Principals Want to Know](#) is a series of tip sheets aimed at supporting instructional leadership practices in schools. Each tip sheet features a key question and provides tips for success. Titles supporting the early years include: [Documenting in FDK: Making Children's Learning Visible \(#15\)](#), [Supporting Strong Educator Teams for Full-Day Kindergarten \(#16\)](#) and [Intentional, Play-Based Learning \(#17\)](#). A draft tip sheet on the topic of [The Kindergarten Communication of Learning Templates](#) is now available.



EduGAINS: Kindergarten is a ministry website that offers resources to support *The Kindergarten Program, 2016* and *Growing Success: The Kindergarten Addendum, 2016*. A variety of resources are available on play and inquiry, the learning environment, program planning, building partnerships, the four frames and assessment.



- **E-Learning modules** with facilitator guides are available on the following topics: An Interactive Professional Learning Tool, Revisions at a Glance Learning, Play-Based Learning in a Culture of Inquiry, The Learning Environment, Flow of the Day Learning, Pedagogical Documentation, The Four Frames, Assessing Learning in the Four Frames, Communicating Information about Children's Learning and Communication of Learning: Initial Observations.



- Parent Information Sheets on the following topics: [The Power of Play-Based Learning](#), [Learning through Inquiry](#), [Literacy for Learning](#), [Making Meaning of Mathematics](#), [The Learning Environment](#) and [Blocks, Sand and Water](#).



EduGAINS: Assessment is a ministry website that offers e-modules and resources to support assessment in Kindergarten and *Growing Success: The Kindergarten Addendum (2016)*. Some resources are:

- **Assessment for Learning with Young Learners Video Series** that focuses on educators meaningfully engaging children in assessment that is seamlessly integrated with instruction.
- **Key Features of Growing Success and Kindergarten Assessment** provides 5 e-modules on the topics: introduction to policy, assessment for/as learning, communication with parents, reporting and templates and the communication of learning and the four frames.
- **Collaborative Inquiry Research** shows that assessment effectively integrated with instruction can improve student motivation, autonomy, and achievement. The resources in this section result from educators conducting collaborative inquiry into aspects of effective assessment practices in Kindergarten in two school boards.



K to 2 Connections offers an e-learning experience designed for educators working in Kindergarten to Grade 3 classrooms who want to further explore learning and teaching in the early years. It consists of four self-guided modules: professional collaborative inquiry, learning environment, learning in an inquiry stance and pedagogical documentation.



Kindergarten Matters: Intentional Play-Based Learning is a five-part webcast series offered for educators to explore play-based learning in the context of kindergarten classrooms. Educators are invited to reframe thinking about assessing, planning, teaching, classroom organization and management in order to create classrooms that are responsive to both individual and system needs.



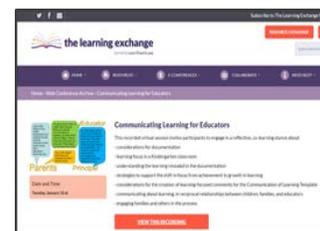
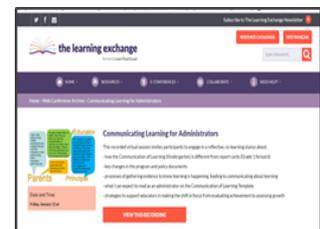
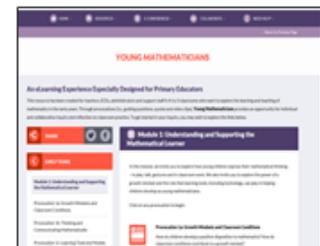
[The Learning Exchange](#) is a collaborative space that has research-based resources to support the Ontario curriculum. Some early years resources include:

- [Pedagogical Leadership K-3: Setting the Stage for New Leaders](#) is an archived web conference for leaders new to Full Day Kindergarten and provides an overview of the shifts in philosophy and practice.
- [Re-Imagining Literacy and Mathematics Throughout the Day](#) is a video series designed to provoke thinking about learning and re-imagining literacy and mathematics throughout the day.
- [Resource Pages: Supporting the Curiosity of K-3 Educators](#) offer a quick reference for anyone looking to find out more on the topics of: Pedagogical Documentation, Play and Inquiry-based Learning, Talk in the Classroom and Knowing Your Learner in the Reading-Writing Environment.
- [Young Mathematicians: An eLearning Experience Especially Designed for Primary Educators](#) is created to support staff in K to 3 classrooms who want to explore the learning and teaching of mathematics in the early years. Through provocations (i.e., guiding questions, quotes and video clips), it is an opportunity for individual and collaborative inquiry and reflection on classroom practice.

NEW [Building Number Sense in the Early Years](#) is 4 part online series to support the Renewed Math Strategy.

NEW [Communicating Learning for Administrators](#) is a recorded virtual session that invites participants to engage in a reflective, co-learning stance about the Communication of Learning templates, key changes in the program and policy documents, processes of gathering evidence of learning and strategies to support educators in making the shift in focus from evaluating achievement to assessing growth.

NEW [Communicating Learning for Educators](#) is a recorded virtual session participants to engage in a reflective, co-learning stance about: documentation; strategies to support the shift in focus from achievement to growth in learning; considerations for the creation of learning-focused comments for the Communication of Learning template; communicating about learning, and engaging families and others in the process.



Early Years Legislation, Regulations and Memoranda

[The Child Care and Early Years Act \(2014\)](#)

[Ont. Regulation 137/2015: General](#) [Ont. Regulation 138/2015: Funding, Cost Sharing, Financial Assistance](#)

[The Education Act](#)

[Ont. Regulation 224/10 Full-Day Junior and Kindergarten Program](#) [Ont. Regulation 221/11 Extended Day and Third Party Programs](#)

[Ministry of Education Business and Finance Memoranda Website](#)

[Ministry of Education Policy Memoranda Website](#)