

Reflection and adaptation

Wondering how to provide the best in early learning and care during the change of COVID-19? Standard II of the [Code of Ethics and Standards of Practice](#) emphasizes the need to respond to the uniqueness of individuals and groups of children. This will require adaptations, not just to physical space and routines to ensure physical health and safety, but also to programming and practice to ensure children's psychological and emotional health.



Qualified, Capable & Ready
A Special Series for RECEs

RECEs are regular adaptors to change. You've shown this by your ability to:

ADAPT

to the quality assurance program requirements set out by the province and your local municipality;

INCORPORATE

changes to legislation (e.g., participating in the Continuous Professional Learning (CPL) program);

EMBED

new approaches to pedagogical thinking and practice through the introduction of [Early Learning for Every Child Today](#) (2007), followed by [How Does Learning Happen?](#) (2014); and

RECALIBRATE

your practice throughout the year to welcome new children or deal with staffing shifts.

In all these cases, you found ways to support children, families and colleagues – and you can continue to do so.

Protocols may change. What can I do to stay current?

In these extraordinary times, adaptations will vary depending on the size and layout of the centre, the learning materials and the new health and safety protocols in place. They may also vary depending on the guidelines set out in your local municipality.

- Check in regularly with your local municipality and [public health unit](#).
- Consult with your supervisor or employer if you're ever unsure about PPE, procedures, protocols or other health and safety measures.
- Review the [Public Services Health & Safety Association's guidance](#).
- If you're wearing PPE, you may want to [normalize the equipment for children](#).

With so many new changes – procedures, protocols and PPE – how can I make the learning environment welcoming?

Review how [emergency child care was set up](#), what could be [expected after COVID-19](#), how you can [support positive interactions](#) and how your approach to [pedagogical practice](#) could help.

How can I build strong relationships when stress and anxiety are running high?

- Read [The power of virtual connections](#) for innovative ways to communicate with families.
- Start learning about trauma-informed care: Crisis and Trauma Resource Institute's [Four ways to practice trauma-informed healing during COVID-19](#), and the Ministry of Children and Family Development of BC's [Healing families, helping systems: a trauma-informed practice guide for working with children, youth and families](#).
- Refresh your knowledge on the signs of stress or trauma in children with the College's PG on [Supporting Positive Interactions with Children](#) and SickKids' [Is my child or adolescent feeling stressed about COVID-19?](#)
- You can refer families to the Government of Ontario's [Mental health, wellness and addictions support](#), [Children's Mental Health Ontario](#), Families can phone 2-1-1 for information and referrals.

I'm used to leading through change, but this feels different ... How should I adapt my practice?

Renew your commitment to support children and their families with the help of your colleagues.

Take time to reflect

- What cues can I look for to determine how children may be feeling?
- How do I know if they're experiencing stress or fear?
- How can I support children and families who may be stressed or fearful?
- How can my colleagues and I support each other?
- How can I involve families in these conversations?

Review College resources: PG [Professionalism](#), PN [Professional Supervision of Supervisees](#) and the PN [Professional Supervision of Children](#).

