

ONTARIO COLLEGE OF TRADES
ORDRE DES MÉTIERS DE L'ONTARIO

Apprenticeship
Training Standard
Log Book

**Child Development
Practitioner**

620C

What Is This About?

The Apprenticeship Training Standard Log Book identifies all the skills associated with your trade in Ontario. It is written in statements that describe how you, the apprentice, must perform each skill in order to be considered competent in that skill.

Training As An Apprentice

- ✔ Notify Ministry of Advanced Education and Skills Development (MAESD) staff **immediately** of any changes to contact information or training agreement, especially if you change sponsors.
- ✔ Review the Log Book regularly with your trainer and sponsor to track your progress.
- ✔ Keep an accurate record of the hours you work.
- ✔ Attend classroom training when it is offered.
- ✔ Apply for the financial incentives for which you are eligible.
- ✔ Pay your annual membership fee to the Ontario College of Trades and keep your membership in good standing.



Completing Your Log Book

There are two types of signatures required in your Log Book:

Skill Confirmation

You and your trainer sign off each required skill to confirm that you have demonstrated competency in that skill.

Skill Set Confirmation

After you and your trainer have signed off all the required skills in a skill set, **your sponsor** signs the signature box at the end of each skill set to confirm your competency in the skill set.

Shaded boxes in your Log Book mean the skills are optional and do not have to be confirmed by your trainer or sponsor. However, you are encouraged to complete them as part of your training.

Changing Sponsors

- ✔ Contact MAESD immediately if you change sponsors as you will need to sign a new Registered Training Agreement.
- ✔ Record your original Sponsor's information in Sponsor Record #1 (the sponsor who has signed your initial Registered Training Agreement).



This document is the property of the apprentice named inside and represents the official record of your training. For information about completing your apprenticeship, see inside of back cover.



ONTARIO COLLEGE OF TRADES
ORDRE DES MÉTIERS DE L'ONTARIO

Apprentice Name: _____

Address: _____

Phone Number: _____

Email Address: _____

Trade: _____

Ministry of Advanced Education and Skills Development Registered Training Agreement #:

OCOT Membership #:

This document is the property of the Apprentice named herein and represents the official record of their training.

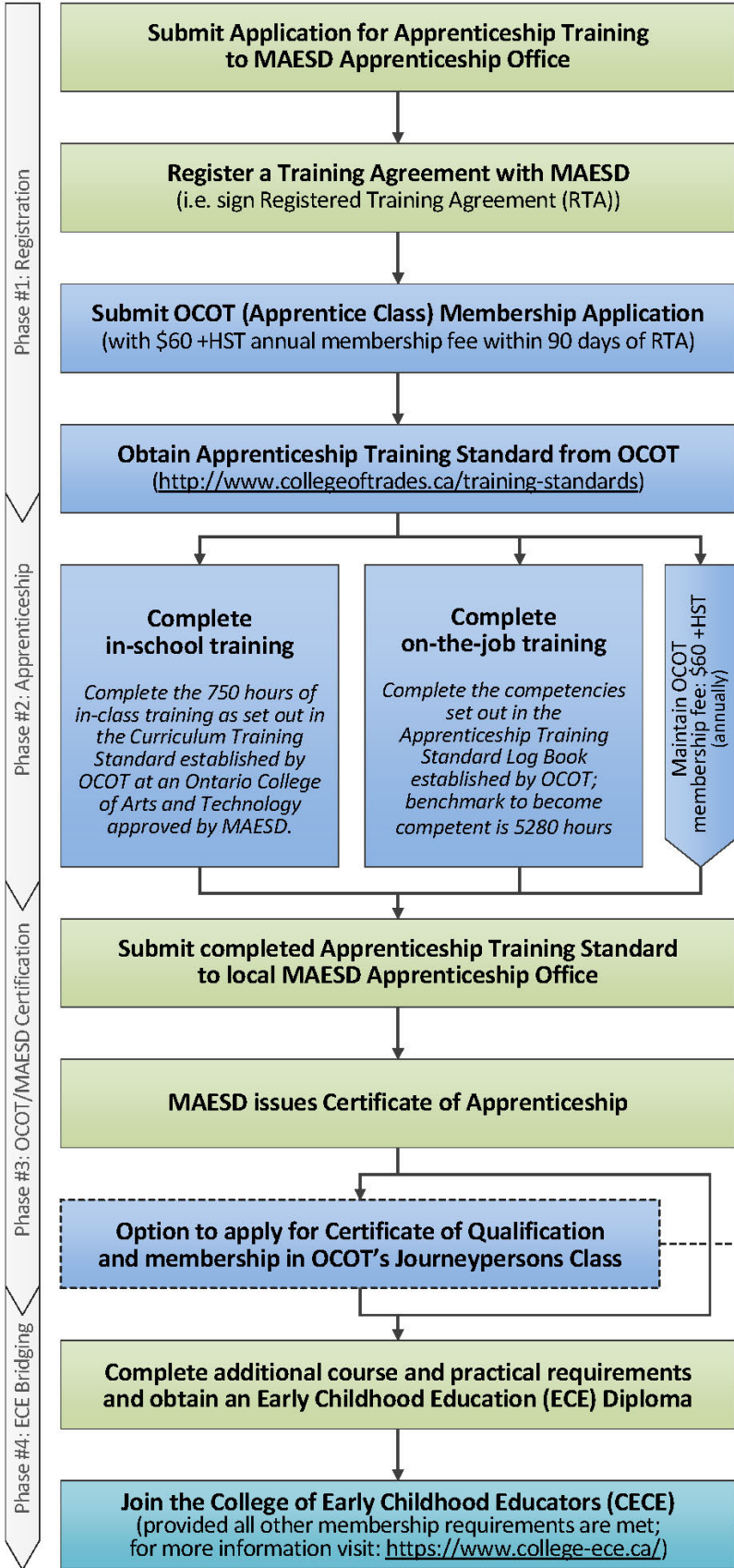
If you have questions about the use of this Training Standard Log Book or about your Apprenticeship program, contact your Apprenticeship office (see Appendix D in this book) or the Employment Ontario hotline at: 1-800-387-5656.

You must become a member of the College of Trades Apprentices Class and maintain your membership in good standing while you complete your training. For more information on membership, please visit the College of Trades website at: collegeoftrades.ca



CHILD DEVELOPMENT PRACTITIONER

A Pathway to becoming a Registered Early Childhood Educator in Ontario



LEGEND

- Ontario College of Trades OCOT
- Ministry of Advanced Education and Skills Development MAESD
- College of Early Childhood Educators CECE
- Child Development Practitioner CDP
- Registered Early Childhood Educator RECE

Apprentice eligible to apply for *Loan for Tools* and other grants/incentives

Apprentice eligible to apply for *Apprenticeship Completion Bonus*

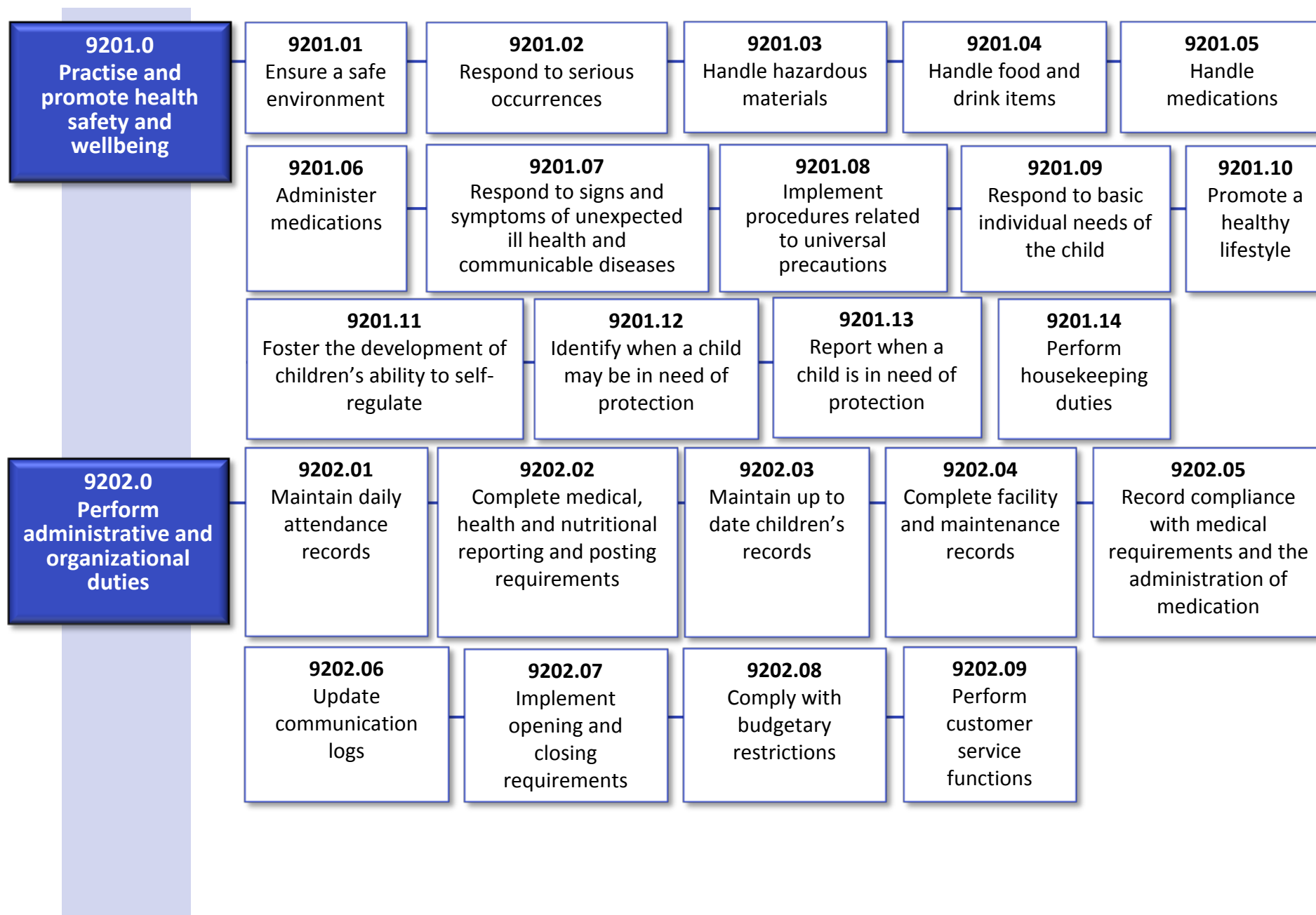
Sponsor eligible to apply for *Apprenticeship Completion Employer Bonus*

Note: CDP is a voluntary trade; membership in OCOT's Journeypersons Class is optional

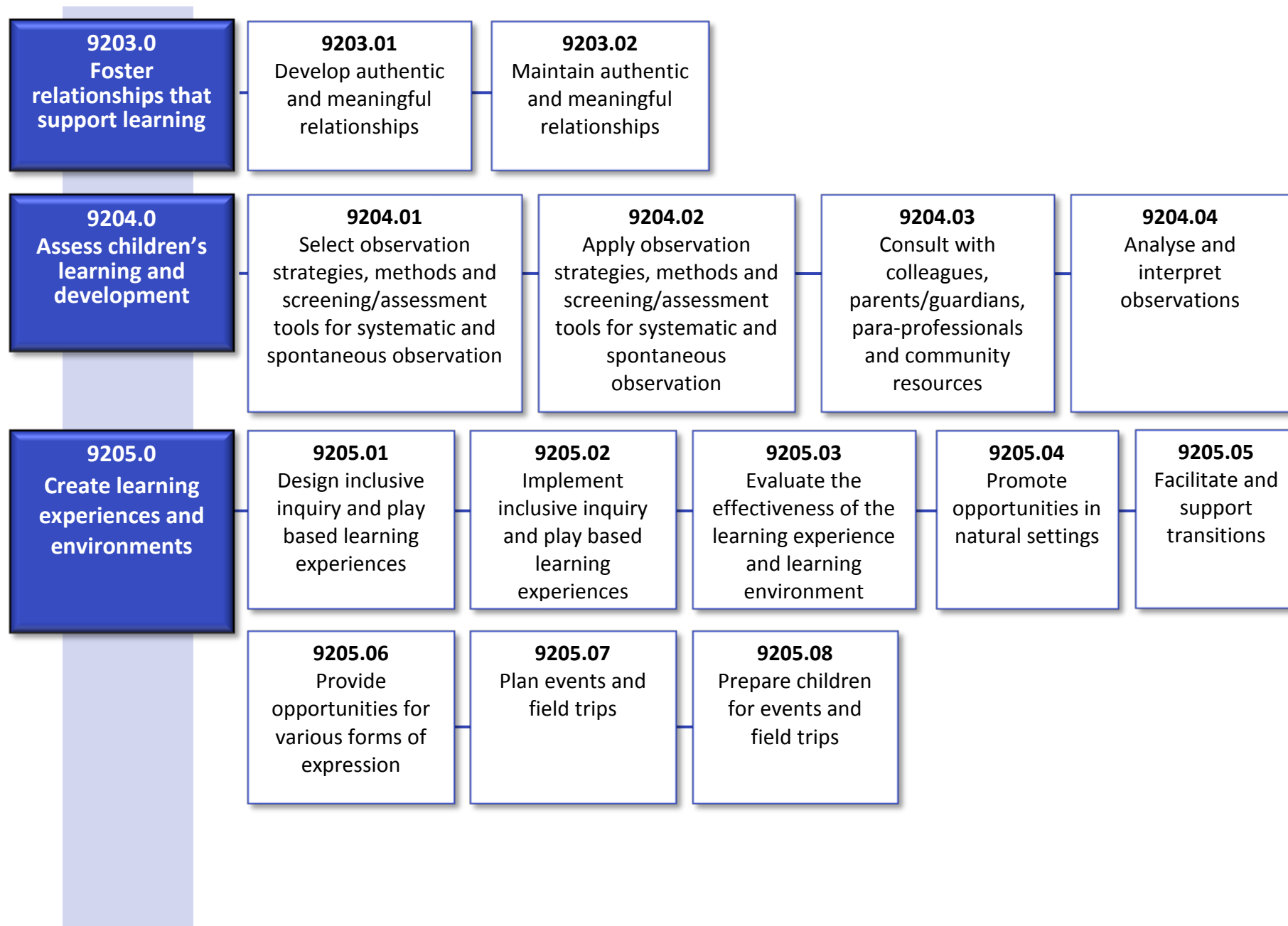
Note: Diploma requirements vary depending on the Ontario College of Applied Arts and Technology program; in general, bridging should be done at the same College where in-school apprenticeship training was completed.

Note: Becoming a member of the CECE is required to become an RECE. Individuals may work in the field without being an RECE, but may be limited in the work they may perform and cannot hold themselves out as, nor use the titles RECE or ECE.

Competency Analysis Profile: Child Development Practitioner (620C) *(All unshaded skill sets must be demonstrated completed)*



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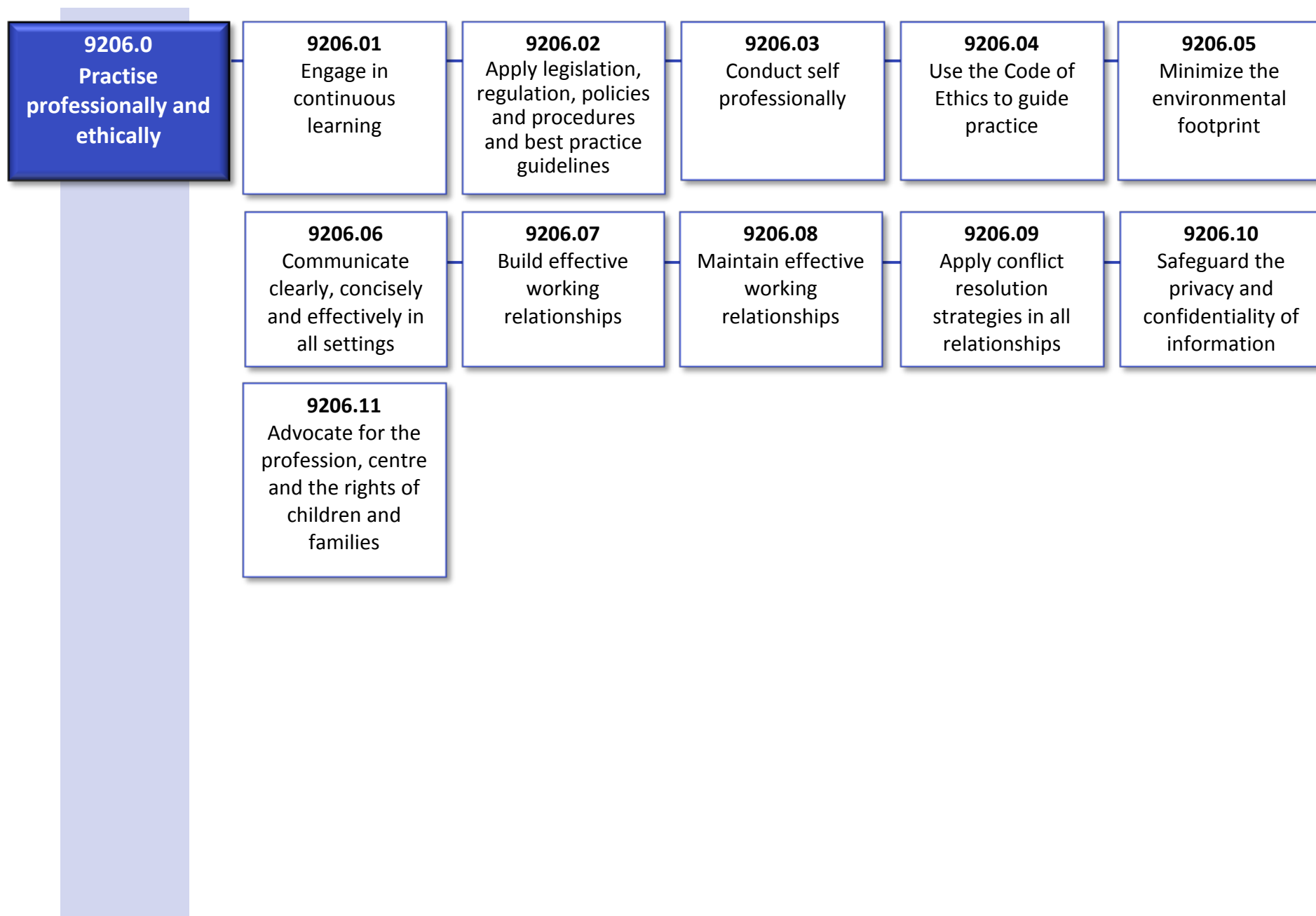


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Any updates to this publication are available on-line; to download this document in PDF format, please follow the link: collegeoftrades.ca.

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Revised 2017 (V300)

Terms and Conditions as Per Registered Training Agreement

The Apprentice agrees:

- to inform the Ministry of Advanced Education and Skills Development of any change to their contact information or change in sponsor within 7 days;
- to follow the Sponsor’s and Trainer’s lawful instructions and make every effort to acquire the skills identified in the Apprentice Training Standard Log Book (Log Book) for the Trade which is part of the apprenticeship program established by the Ontario College of Trades for the trade;
- to obtain written verification from the Sponsor and the Trainer(s) that the requirements in the Log Book for the trade have been met.

The Sponsor agrees:

- to ensure that the Apprentice is provided with the training required as part of the apprenticeship program established by the College of Trades for this trade;
- to ensure that the Trainer(s) verifies, in writing, when each skill identified in the Log Book for the trade has been successfully completed by the Apprentice;
- to review the progress of training with the Apprentice, and with the Trainer(s) where the Sponsor and the Trainer are not the same party.

Resource	Link
Ministry of Advanced Education and Skills Development	tcu.gov.on.ca
Employment Ontario	tcu.gov.on.ca/eng/employmentontario.ca
Service Canada	servicecanada.gc.ca
Ontario College of Trades and Apprenticeship Act, 2009	<i>Ontario College of Trades and Apprenticeship Act, 2009</i>
Ontario Ministry of Labour – Health and Safety Partners	labour.gov.on.ca
College of Trades Appointments Council	cot-appointments.ca
Ontario Skills Passport (Essential Skills)	skills.edu.gov.on.ca
College of Early Childhood Educators (CECE)	https://www.college-ece.ca
Ministry of Education	http://www.edu.gov.on.ca
Ministry of Health and Long Term Care	http://www.health.gov.on.ca
Ministry of Children and Youth Services (MCYS)	http://www.children.gov.on.ca
Ontario Association of Children’s Aid Societies	http://www.oacas.org
Association Early Childhood Educators Ontario	http://www.aeceo.ca
Association Francophone a l’éducation des services à l’enfance de l’Ontario	http://afeseo.ca
Ontario Coalition for Better Child Care	http://www.childcareontario.org
Canadian Child Care Federation	http://www.cccf-fcsge.ca

Introduction to the Log Book

On April 8th, 2013, the Ontario College of Trades (College) became responsible for the development and maintenance of Log Books in the Province of Ontario.

Please refer to the College of Trades website for the most accurate and up-to-date information: collegeoftrades.ca

This Log Book is intended to be used by the Apprentice and Sponsor as an official record of training. The completion of this document is necessary to complete your apprenticeship and receive your Certificate of Apprenticeship.

The Log Book identifies skills required for this trade and its related training program. It has been written in statements which describe how you, the Apprentice, must perform each skill in order to become competent in your trade.

The Trainer and Apprentice are required to sign off and date each skill after the Apprentice has proven competence in these skills. However, if a skill is shaded, it is optional and does not need to be signed off.

This on-the-job Log Book is a document issued to Apprentices who sign a Registered Training Agreement in the Province of Ontario. It is designed to record an Apprentice's acquired skills and time worked for the trade to which they are registered. This Log Book is developed by the Ontario College of Trades and used by the Ministry of Advanced Education and Skills Development.

This Apprenticeship Log Book for Child Development Practitioner was developed in consultation with representatives from industry and may include members from a related Trade Board/Working Committees.

The Information Presented In This Standard Is, To The Best Of Our Knowledge, Current At Time Of Printing And Is Intended For General Application.

Roles and Responsibilities

Ontario College of Trades

Under the [Ontario College of Trades and Apprenticeship Act, 2009 \(OCTAA\)](#), the College of Trades is responsible for:

- Establishing and maintaining qualifications for membership;
- Issuing Certificates of Qualification and Statements of Membership;
- Maintaining a [Public Register](#) of members;
- Receiving and investigating complaints, and determining disciplinary action;
- Establishing Apprenticeship Programs, Training Standards and Scopes of Practice for each trade;
- Conducting Trade Equivalency Assessments;
- Determining Journeyperson-to-Apprentice ratios;
- Addressing compliance with legislation (OCTAA) and regulations; and,
- Promoting the skilled trades and conducting research.

For any matters related to your membership in the Apprentices class, you must contact the College of Trades directly at: (647) 847-3000 or toll free at: 1(855) 299-0028.

Ministry of Advanced Education and Skills Development

Is responsible for:

- Registering Training Agreements;
- Approving which persons may provide apprenticeship training;
- Approving Training Delivery Agents;
- Issuing Certificates of Apprenticeship;
- Administering Certificate of Qualification examinations;
- Promoting skilled trades and apprenticeship;
- Conducting policy development, evaluation and research; and,
- Passing regulations.

For any matter related to your Registered Training Agreement or completing your apprenticeship, you must contact your Local Apprenticeship Office at the Ministry of Advanced Education and Skills Development.

Roles and Responsibilities of the Apprentice

An Apprentice is an individual who has entered into a Registered Training Agreement with a Sponsor to receive training in a trade as part of an apprenticeship program established by the College of Trades.

As an Apprentice, you have certain roles and responsibilities to follow throughout your apprenticeship training:

Steps:

1. You must become a member of the College of Trades Apprentices Class and maintain your membership in good standing while you complete your training. For more information on membership, please visit the College of Trades website at: collegeoftrades.ca
2. As an Apprentice, you are responsible for completing skills or skill sets in this Log Book and ensuring that they are dated and signed by both you and your Trainer.
3. You must also ensure your Skill Set Completion Form is completed and signed by your current Sponsor once you have demonstrated competence in all the mandatory skills in this Log Book. Once this is done, we recommend you submit the Log Book to your local Ministry of Advanced Education and Skills Development office.
4. You are responsible for informing the staff at your local Ministry of Advanced Education and Skills Development office regarding changes to the following:
 - Your Sponsor's address;
 - Your name and address; and/or,
 - Your Sponsor, including starting employment with a new Sponsor.
5. You must present the Apprentice Completion Form (Please refer to Appendix B), once all unshaded skills and skill sets have been completed within this document, along with your authorized Log Book to your local Ministry of Advanced Education and Skills Development office.

Roles and Responsibilities of Sponsors and Trainers

Log Books identify the on-the-job skills required for a trade and its related training program.

This Log Book has been written in concise statements which describe how well an Apprentice must perform each skill in order to become competent. Competence means being able to perform to the required standard.

By using this Log Book, Trainers will be able to ensure that the Apprentice is developing skills detailed for the trade.

Trainers and Apprentices are required to sign off and date the skills following each successful acquisition. Skill Sets and Skills should be signed off as they are achieved (not all in the same day). A Skill should be reliably demonstrated prior to sign off by the trainer.

The detailed content listed for each skill is not intended to represent an inclusive list; rather, it is included to illustrate the intended direction for the skill acquisition.

The Trainer must provide their signature based on their assessment and professional judgment that the apprentice is competent in the skills described above. The Trainer's signature is not a general warranty or guarantee of the apprentice's future conduct.

Sponsors participating in this training program will be designated as the Signing Authority and are required to attest to successful achievement by signing the appropriate box in the Skill Set Completion Form (Appendix C).

Safety

Safe working procedures and conditions, accident prevention and the preservation of health are of primary importance for apprenticeship programs in Ontario. These responsibilities are shared and require the joint efforts of government, sponsors, employers, employees and the public. Therefore, it is imperative that all parties become aware of circumstances that may lead to injury or harm. Safe learning experiences and environments can be created by controlling the variables and behaviours that may contribute to or cause an accident or injury.

It is generally recognized that a positive approach to safety contributes to an accident free environment. Everyone will benefit as a result of a healthy attitude towards prevention of accidents.

A worker is possibly exposed to more hazards than any other person in the work force and, therefore, should be familiar with and apply Occupational Health and Safety Act and Regulations dealing with personal safety and the personal safety rules applying to each task.

Legal and Administrative Aspects of Safety:

Accident prevention and the provisions of safe working conditions are the responsibilities of an employer and employee.

Employer's Responsibilities - The employer is responsible for:

- Providing and maintaining safety equipment
- Ensuring proper safe work clothing and personal protective equipment (PPE) is worn;
- Enforcing safe working procedures;
- Providing safeguards to prevent access to hazardous areas or materials
- Observing all accident prevention regulations; and,
- Training employees in safety procedures.
- Ensuring compliance with ongoing training and certification requirements

Employee's Responsibilities - The employee is responsible for:

- Working in accordance with the safety regulations pertaining to the job environment;
- Working in such a way as not to endanger themselves or fellow employees, children, parents/guardians and visitors
- Completing training requirements under the OHSA

Workplace Health and Safety's Responsibilities:

- Ministry of Health and Long Term Care may conduct compliance inspections to ensure safety regulations for the industry are being observed.
- Ministry of Education may conduct compliance inspections to ensure regulatory requirements under the Child Care and Early Years Act are being met.
- Health and Safety representatives from School Boards may conduct inspections to ensure safety regulations are being observed when applicable.

Apprenticeship Program Summary

Scope of Practice

The Scope of Practice for the trade of Child Development Practitioner is set out in section 12 of Ontario Regulation 278/11 under OCTAA.

While the Log Book draws on the scope of practice regulation (Section 12 of Ontario Regulation 278/11 under OCTAA). The Log Book does not purport to add to or modify the scope of practice as provided in regulation.

Program Guidelines

On-the-Job Training Duration

Industry has identified 5,280 hours as the duration necessary for any Apprentice to become competent in the skills required. There may be circumstances in which the duration varies from this guideline.

Classroom Training Duration

As of January 1, 2017, industry has identified **750** hours of in-school training as the duration necessary for an Apprentice to complete the in-school curriculum for this program.

Mentor/Trainer to Apprentice Ratios

Ratio information is current at time of printing. Please check the Ontario College of Trades website for current information on Regulation 104/14 at www.collegeoftrades.ca/regulation

While some of the trades regulated under OCTAA are subject to Journeyperson to Apprentice ratios (ratios) set out in regulation, Child Development Practitioner is **not** one of them.

Instead, industry is suggesting a Mentor/Trainer to Apprentice ratio guideline of 1 Mentor/Trainer to 1 Apprentice as the ratio necessary for an Apprentice to be properly trained on the job in this program.

For the purpose of this program, industry also recommends that a competent Mentor/Trainer is a Registered Early Childhood Educator (RECE), when possible. However, industry acknowledges that in some cases (particularly in rural and remote communities), a 1 to 1 ratio based on a RECE may be difficult to achieve. Therefore, adjustments and flexibility can be made. In these circumstances, industry recommends that the sponsor ensure that the designated Mentor/Trainer has the skills and dedicated time necessary to coach and mentor the apprentice when they are not a RECE. Industry also acknowledges that the Ministry of Education may designate an authorized and qualified individual to take the place of a Registered Early Childhood Educator.

Ratios – Child Care and Early Years Act, 2014

It is important for the Apprentice to be aware that the Child Care and Early Years Act, 2014 establishes ratios of employees to children and group size. For more information, please check O. Reg. 137/15.

Program Requirements

Wage Rates

The Employment Standards Act sets out minimum wage requirements.

Compulsory and Voluntary Classification

Regulations under OCTAA set out the regulated trades in Ontario and the classification of each trade as either “compulsory” or “voluntary.” The trade of **Child Development Practitioner** is voluntary.

Following completion of the Child Development Practitioner Apprenticeship Program, Certificate of Apprenticeship (C of A) holders, have the opportunity to bridge to the Early Childhood Educator (ECE) diploma. Holders of the ECE diploma working within the sector may be subject to the following provisions under the College of Early Childhood Educators (CECE):

Requirements under the College of Early Childhood Educators – Early Childhood Education as a regulated profession

The practice of early childhood education in Ontario is regulated by the College of Early Childhood Educators in accordance with the Early Childhood Educators Act, 2007 and the regulations and by-laws made under that Act.

The Early Childhood Educators Act, 2007, established the College of Early Childhood Educators (CECE). The Act includes:

- A definition of what constitutes the practice of the profession;
- A requirement for persons to be members in order to practise the profession;
- Title protection authorizing only members of the College to use the titles "early childhood educator" or "registered early childhood educator" or an abbreviation;
- Roles and responsibilities of the Registrar; Registration Appeals, Complaints, Discipline, Fitness to Practise Committees; and
- Transitional provisions.

For more information on the requirements of the College of Early Childhood Educators, please go to: <https://www.college-ece.ca>

Eligibility for Apprenticeship Program Completion

The Apprentice must:

- Achieve competency in all mandatory (unshaded) skills as identified in the Log Book
- Complete the in-school training as outlined in the approved Curriculum Standard
- Complete their on the job skills within a regulated or licensed work environment that is accountable under regulation or legislation (see page 11 – description of settings)

It is the responsibility of an Apprentice to maintain a training record in the form of an Ontario College of Trades Apprenticeship Training Standard Log Book. The Sponsor and Trainer are required to sign off when competencies in the trade are achieved.

Essential Skills

Essential skills are needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine essential skills. These skills are used in nearly every occupation and throughout daily life in different ways.

A series of tools endorsed by the Canadian Council of Directors of Apprenticeship (CCDA) have been developed to support apprentices in their training and to be better prepared for a career in the trades. The tools can be used independently or with the assistance of a tradesperson, trainer, employer, teacher or mentor to:

- Understand how essential skills are used in the trades;
- Learn about individual essential skills strengths and areas for improvement, and,
- Improve essential skills and increase success in an apprenticeship program.

For Early Childhood Educators and Assistants - National Occupational Classification (NOC)

4214, the Government of Canada has identified the following essential skills: Reading, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, Digital Technology, Working with Others and Continuous Learning. These skills are integrated into this apprenticeship training standard. The Essential Skills profile for Early Childhood Educators and Assistants can be found at http://www.jobbank.gc.ca/es_all-eng.do

Other Required Certification(s) (if applicable):

During the course of training and work, Child Development Practitioners may engage in additional certifications or training such as:

- Standard First Aid
- CPR level C
- WHMIS
- Anaphylaxis training
- Crisis intervention training
- Food handling
- Other training as mandated

Certification and training requirements including renewal vary depending on the certification/training.

Vulnerable Sector Checks

It is important to remember that, pursuant to the Staff Screening measures and Criminal Reference Check sections of the Child Care and Early Years Act, 2014, Child Development Practitioners, Early Childhood Educators and others working in this sector in Ontario require a Vulnerable Sector Check for the purpose of continuing employment. In Ontario, licensees are required to obtain Vulnerable Sector Checks from all employees, volunteers, and students.

For Ontario Youth Apprenticeship Program Participants: No person under the age of 18 is required to obtain a Vulnerable Sector Check. However within one month after the person turns 18 years old, they are required to provide a statement that discloses every previous finding of guilt under the Youth Criminal Justice Act (Canada), if the person received an adult sentence.

A Vulnerable Sector Check is then required within one month after the individual turns 19.

Renewal requirements of the Vulnerable Sector Check is set out in regulation. A new Vulnerable Sector Check is required every five years. In the years a Vulnerable Sector Check is not required, individuals must sign an offence declaration.

Continuing Professional Learning (CPL) Requirements under the College of Early Childhood Educators (CECE):

On January 1, 2016, Ontario Regulation 359/15: Continuous Professional Learning made under the Early Childhood Educators Act, 2007 (Continuous Professional Learning Regulation) came into force. This regulation requires all Registered Early Childhood Educators to fulfill the requirements of the Continuous Professional Learning (CPL) program of the College of Early Childhood Educators.

The CPL Program Requirements include:

All members of the College must complete the following CPL program requirements in the order listed below:

1. Expectations for Practice Module (2016 edition)
2. Self-Assessment Tool (2017 edition)
3. Professional Learning Plan (2017 edition)
4. Engage in and complete the activities set out in the Professional Learning Plan
5. Record of Professional Learning (2017 edition).

The Self-Assessment Tool, Professional Learning Plan, engagement in the activities set out in the Professional Learning Plan, and the Record of Professional Learning are components of the two-year CPL Portfolio Cycle.

For more information on the College of Early Childhood Educators' CPL requirements, please go to: www.college-ece.ca

Settings for Completing the Child Development Practitioner Apprenticeship

The Child Development Practitioner apprenticeship program covers a vast array of skills crossing multiple age groups and working environments.

Child Development Practitioner Apprentices may train in multiple work environments such as:

- Family Support Programs
- Child Care Resource Centres,
- Better Beginnings Better Futures,
- Ontario Early Years Centres,
- Parent and Family Literacy Centres,
- Licensed Child Care Centres,
- Kindergarten programs,
- Licensed before and after school programs
- Nursery Schools
- Pre-schools
- Montessori schools

Apprentices should ensure that they work in an environment that allows them to practise the skills required to becoming a competent Child Development Practitioner. Apprentices may be required to seek out multiple work environments to obtain all skills within this log book (see page 9 – completion requirements).

Training the Apprentice

Tips for Apprentices

Remember, it takes time to learn. The following is a list of additional tips and tools to help make the most of your apprenticeship training:

- Practice safe work habits;
- Use your Apprenticeship Log Book as a journal to keep track of the skills you have achieved;
- Listen to the suggestions of your Trainer;
- Discuss your training needs with your Sponsor;
- Review your training plan with your Training Consultant, Trainer, or Sponsor;
- Ask your Trainer questions if you are unsure of any skill you need to perform or any tools or equipment you need to use to perform your duties;
- Show enthusiasm and develop good work habits; and,
- Upon demonstration of competency, ensure that you and your Trainer sign off the individual skills. Once a 'set of skills' have been signed off, ensure your Sponsor signs off this area as well.

Sponsor

Sponsors are responsible for ensuring all terms are met as per the Registered Training Agreement. They are named on the Registered Training Agreement as the entity responsible for ensuring Apprentices receive the training required as part of an apprenticeship program. As a signatory to this agreement, they are designated as the 'Signing Authority' for the Apprentice's Skill Set Completion Form, and are required to attest to successful achievement by signing the appropriate box at the completion of each skill set.

Tips for Sponsors

- Select Trainers with good communication skills and who work well with others;
- Ensure that the Apprentice always works under the direction of or has access to a qualified Trainer;
- Encourage Trainers to take upgrading courses (e.g. Train the Trainer, Mentor, Coach, etc.);
- Encourage safe work habits;
- Provide time for the Trainer to demonstrate skills to the apprentice;
- Provide opportunities and time for the Apprentice to learn the trade;
- Ensure that the Apprentice receives the varied on-the-job trade training experience outlined in this document;
- Set out clear expectations, and recognize good performance;
- Involve both the Apprentice and Trainer in developing the training plan and observe frequently;
- Provide constructive feedback and conduct regular performance reviews involving the Apprentice and Trainer;
- Use the Log Book as a monitoring tool and a part of regular performance evaluations; and,
- Complete the Skill Set Completion Form once the Apprentice has demonstrated competency in the skills.

Trainer

A Trainer is an individual who oversees the performance of a task and sets the workplace expectations and practices for the Apprentice. In compulsory trades, a Trainer must hold a valid Certificate of Qualification and be a member of the College of Trades Journeypersons Class.

In voluntary trades, a Trainer is an individual who holds one of the following:

- A valid Certificate of Qualification and is a member of the College of Trades Journeypersons Class; or,
- Holds a Statement of Membership in the College of Trades Tradespersons Class; or,
- Holds a Certificate of Qualification previously issued by Ministry of Advanced Education and Skills Development; or,
- Holds a Certificate of Apprenticeship in the trade; or,
- Has completed both the workplace-based training (competencies and/or hours as applicable) and classroom training components of the trade's apprenticeship program; or,
- Has workplace experience equivalent to the apprenticeship program (eligible to apply to College membership in the Journeypersons or Tradespersons Classes) or has the skills outlined in the Log Book.

Tips for Trainers

Trainers are responsible for ensuring the Apprentice is developing the skills outlined in this document. Here is a list of tips and tools to help Trainers in their supervision of Apprentices:

- Demonstrate model safe work habits;
- Provide opportunities and time for the Apprentice to learn the trade;
- Treat Apprentices fairly and with respect;
- Review the Log Book with the Apprentice and develop a training plan;
- Set out clear expectations and recognize good performance;
- Ensure that the Apprentice receives on-the-job trade training experience as outlined in this document;
- Encourage and respond to all questions;
- Be patient;
- Explain, show and demonstrate the skill;
- Provide continuous feedback;
- Sign off skills when your Apprentice demonstrates competency, and,
- Use the Log Book as a guide to evaluate competence in each skill area. By using the Log Book, Trainers will be able to ensure that the Apprentice is developing skills outlined in this document.

Notice of Collection of Personal Information

1. At any time during your apprenticeship training, you may be required to show this Log Book to the Ministry of Advanced Education and Skills Development. You will be required to submit the signed Apprenticeship Completion form to the Ministry of Advanced Education and Skills Development in order to complete your program. The Ministry of Advanced Education and Skills Development will use your personal information to administer and finance Ontario's apprenticeship training system, including confirming your completion and issuing your Certificate of Apprenticeship.
2. The Ministry of Advanced Education and Skills Development will disclose information about your program completion and your Certificate of Apprenticeship to the Ontario College of Trades, as it is necessary for the College of Trades to carry out its responsibilities.
3. Your personal information is collected, used and disclosed by the Ministry under the authority of the *Ontario College of Trades and Apprenticeship Act, 2009*.
4. Questions about the collection, use and disclosure of your personal information by the Ministry may be addressed to the:

Manager, Employment Ontario Contact Centre
Ministry of Advanced Education and Skills Development
33 Bloor St. E, 2nd floor, Toronto, Ontario M7A 2S3
Toll-free: 1-800-387-5656; Toronto: 416-326-5656
TTY: 1-866-533-6339 or 416-325-4084.

List of Mentor/Trainers

Mentor/Trainer Name (Please Print)	Mentor/Trainer Name Signature

The List of Mentor/Trainer above should include all Mentors/Trainers who are providing training, mentorship and sign-offs for the apprentice. There may be multiple trainers from one centre depending on the skill(s).

For the purpose of this program, industry also recommends that a competent Mentor/Trainer is a Registered Early Childhood Educator (RECE). However, industry acknowledges that in some cases (particularly in rural and remote communities) this may not be possible.

Therefore, adjustments and flexibility can be made. In these circumstances, industry recommends that the sponsor should ensure that the designated Mentor/Trainer has the skills and dedicated time necessary to coach and mentor the apprentice when they are not a RECE. Industry also acknowledges that the Ministry of Education may designate an authorized qualified individual to take the place of a Registered Early Childhood Educator.

**General Introduction to the 6 Skill Sets
In the Child Development Practitioner Training Standard**

All six skill sets in the Child Development Practitioner Apprenticeship Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

To effectively use this document, Mentor/Trainer and Apprentices should consider how all the skills work together to provide the best learning experience and outcomes for children, families and educators.

The Child Development Practitioner Apprenticeship Program is an alternate pathway towards the Early Childhood Education diploma. Consequently, all skill sets within this log book are aligned with the expectations and requirements of the Code of Ethics and Standards of Practice of the College of Early Childhood Educators.

9201.0 Practice and Promote Health, Safety and Well Being

Skill Set Descriptor

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

Child Development Practitioners develop and maintain settings and environments that promote health, safety and well-being for everyone including children, parents/families, visitors and the community.

Skills

9201.01 Ensure a Safe Environment by:

- Planning and adapting practices to enhance safety and accessibility for children and others in the learning environment;
- Interpreting and applying the Occupational Health and Safety Act;
- Monitoring the safety of the indoor learning environment;
- Monitoring the safety of the outdoor play area such as performing daily/monthly/seasonal yearly inspections;
- Ensuring barrier-free pathways and access according to fire legislation;
- Removing obstacles such as tripping and slipping hazards;
- Scanning the environment continually;
- Informing direct supervisor of any hazards (such as broken toys, furniture);
- Fixing or disposing of broken items;
- Being aware of building site plans;
- Being aware of the designated health and safety representatives as required;

- Responding to unsafe and emergency situations as required;
- Implementing security procedures including ensuring emergency contact information and consent is up to date, requesting and verifying identification, ensuring children are released only to the authorized individual, ensuring visitors are properly identified and verified (such as Children’s Aid Societies (CAS), inspectors, health unit, para-professionals);
- By supervising children (actively) in indoor and outdoor environments at all times; and,
- By practising safe work practices and ergonomics such as back care and lifting, no climbing.

To ensure the safety of children, self and others according to the Child Care and Early Years Act, Occupational Health and Safety Act, legislation, regulation, and organizational policies and procedures.

(mm/dd/yy)	Trainer Print Name	◇Trainer Signature
(mm/dd/yy)	Apprentice Signature	Apprentice’s College of Trades ID

◇ A Trainer may be a Supervisor or the competent employee designated by the Apprentice’s Sponsor. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible.

9201.02 Respond to Serious Occurrences including serious injury, missing child (known and unknown), disaster on premises, complaint about service standard and others (such as disease outbreak, anaphylactic occurrence, asthma crisis, diabetic shock, ambulance called, catastrophic accident, death, abuse) by;

- Identifying relevant procedures applicable to the occurrence;
- Implementing procedures and policies as applicable;
- Contacting parents/guardians as required;
- Notifying direct supervisor and following chain of command;
- Documenting details of the occurrence as required;
- Ensuring reporting requirements are met within specific time frames;
- Remaining calm;
- Ensuring other children/ staff are safe;
- Ensuring posting requirements are met;
- Debriefing situation as necessary; and,
- Implementing changes to practice, procedures and protocols based on situation or recommendations as required;

To ensure the safety of children, self and others according to the Child Care and Early Years Act, Occupational Health and Safety Act, legislation, regulation, and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature

(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.03 Handle hazardous materials (such as toxins, utensils/syringes, hot liquids, plants, yard care products, cleaning products, pesticides) by:

- Ensuring hazardous materials are labelled according to WHMIS requirements;
- Ensuring MSDS sheets are logged for all hazardous materials;
- Ensuring hazardous materials are stored correctly according to label and WHMIS requirements;
- Testing proper ratios for chemicals to water for the purpose of sanitization and/or universal precautions when required (such as kitchen);
- Ensuring required training is achieved (such as WHMIS);
- Ensuring protective equipment is worn as required;
- Ensuring chemicals are not mixed by accident or intentionally (such as using cleaning products after a specific play product);
- Ensuring personal belongings which may contain hazardous materials (i.e. nail polish, cigarettes, lighter, make-up, pocket knife) are stored as required and out of children’s reach.

To ensure the safety of the child and practitioner according to the Occupational Health Safety Act, Child Care and Early Years Act, Education Act, Hazardous Products Act, legislation, regulation centre policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.04 Handle Food and Drink Items by:

- Ensuring the item is in its original container/package as required;
- Ensuring the expiration date has been validated;
- Ensuring child specific items brought in parents/guardians are labelled with the child’s name;
- Ensuring anaphylactic policies (such as nut and peanut safe, egg, lactose) are followed;
- Conducting food preparation (such as cutting, slicing, cooking) to prevent food cross contamination and ensure safety;
- Meeting food preparation guidelines such as food temperature requirements, fridge temperature requirements, freezer lock, applicable sanitation practices;
- Ensuring storage requirements specific to the item are met.

To prevent cross contamination and ensure safety of child, practitioner and community;
According to Occupational Health and Safety Act, Public Health Units, Childcare and Early Years Act, legislation, regulation and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.05 Handle Medications by:

- Ensuring medication is in its original container/package;
- Ensuring prescribed medication is labelled with the child’s name, date of purchase and expiry, dosage, frequency of dosage, name of the medication, doctor’s name, lot number, instructions for storage and administration.
Label should be an official pharmacy label (no hand written).
- Ensuring non-prescribed medication such as sunscreen, cough syrup is labelled with child’s name, date of purchase and expiry, dosage, frequency of dosage, name of the medication, doctor’s name, lot number, instructions for storage and administration.
- Ensuring written consent/authorization from parent/guardian;
- Ensuring medication (prescribed and non-prescribed) is stored correctly according to instructions (i.e. refrigerated vs non-refrigerated), at the proper temperature, secured according to requirements (i.e. inaccessible at all times to children, in locked container);
- Ensuring medication handling exemptions are applied where applicable such as carrying emergency allergy medication, asthma medication;
- Ensuring there is a written procedure for medication handling exemptions;
- Ensuring personal belongings which may contain medications are stored and documented as required and out of children’s reach; and,
- Ensure training for the administration of the medication;

To prevent cross contamination, misuse and ensure safety of child, practitioner and community;
According to the Childcare and Early Years Act, Education Act, Ministry of Education, Controlled Drugs and Substances Act, legislation, regulation and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.06 Administer Medications by:

- Maintaining awareness of child specific medical needs and requirements;
- Acquiring necessary training as required;
- Verifying the authorization from parent/guardian;
- Identifying the child requiring medication through visual cues such as necklaces;
- Following the medical administration schedule/plan set out by the parent/guardian and doctor such as dosage, time;
- Following dosage instructions on the label as required (label vs parent instruction);
- Checking expiry dates prior to usage;
- Implementing a bring forward system for regular medication to ensure up to date;
- Using the appropriate methodology for administration of medication such as oral, rectal, feeding tubes, pumps, needles, pens;
- Following special instructions such as specific food and beverage intake requirements with medication;
- Documenting the dose, time, child’s reaction and signature;
- Verifying with supervisor/trainer to ensure proper implementation; and,
- Contacting colleague/supervisor/parent/guardian when complications arise.

To ensure child health needs and safety of the child are met;

According to legislation, regulation, organizational policies and procedures, parents/guardian and health professional.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.07 Respond to Signs and Symptoms of Unexpected Ill Health and Communicable Diseases (excludes known conditions) by:

- Maintaining up to date knowledge on signs, symptoms, incubation and quarantine periods, reportable vs non-reportable, communicable vs non-communicable and other details as applicable for diseases and illnesses common to the sector (such as chicken pox, pink eye, fifth disease, hand foot and mouth disease, strep throat, cold and flu, fever, diarrhea, outbreak);
- Conducting daily observation and scanning of each child in care and staff before associating with other children, staff and visitors in order to detect possible signs and symptoms of ill health;
- Recognizing signs and symptoms as they occur;
- Following protocols when symptoms are recognized such as taking temperature;
- Isolating individuals with possible infection or illness;
- Maintaining awareness of individual health and immunization statuses;
- Identifying specific individuals who may be at increased risk;

- Communicating with other individuals in the facility, parents/guardians, organizational representatives and public health when necessary;
- Logging occurrences as required;
- Recognizing a serious occurrence (such as outbreak, ambulance call) and completing reporting requirements as necessary; and,
- Implement universal precautions when necessary (if bodily fluids are present);

To ensure safety of child, practitioner and community;

According to Public Health Ontario and the Local Public Health Units/Medical officer of health, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.08 Implement Procedures Related to Universal Precautions by:

- Ensuring proper handwashing hygiene;
- Ensuring sanitization of required areas such as diapering area, eating area, toys, beds, door handles, toilets and other areas as necessary by completing the task on own or ensuring person assigned completes the task;
- Responding to bodily fluid accidents and secretions (such as urine, faeces, vomit, blood, mucous);
- Wearing protective equipment such as masks, gloves, gowns as required; and,
- Reporting;

In order to prevent cross contamination and protect child, practitioner, community and others;

According to Public Health Ontario and the Local Public Health Units/Medical officer of health, legislation, regulation and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.09 Respond to Basic Individual Needs of the Child such as food, clothing, shelter by:

- Ensuring toileting and diapering needs are met;
- Meeting sheltering requirements (such as determining when it is acceptable for children to play outdoors based on temperature, air quality, age);
- Ensuring clothing requirements are met (fit, weather specific, clean);
- Ensuring adequate child hygiene and address concerns with parent/guardian;
- Accommodating for allergies, intolerances and restrictions (environmental and nutritional);
- Accommodating for Special Nutritional Requirements (cultural, religious); and,
- Adapting and modifying the environment to respond to individual children’s needs.

According to Childcare and Early Years Act, Occupational Standards, Code of Ethics and Standards of Practice, legislation, regulation and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.10 Promote a healthy lifestyle by;

- Promoting and modelling good hygiene habits, healthy eating, and physical exercise by engaging in children’s play;
- Collaborating with other agencies to enhance health in the program;
- Providing opportunities for outdoor activities;
- Supporting parents/guardian in keeping a balanced home life for children;
- Applying strategies to maintain a healthy work life balance;
- Dressing accordingly.

According to Occupational Standards and sector pedagogy, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.11 Foster the development of children’s ability to self-regulate by:

- Supporting the child’s autonomy to understand and make decisions;
- Refraining from imposing practitioner’s schedule on the child;
- Supporting the child’s ability to get to know themselves;
- Supporting the child’s capacity to understand emotions;
- Supporting the child’s ability to communicate needs, wants and thoughts;
- Demonstrating sensitivity to children’s emotions and guiding them to deal with the applicable situation;
- Being creative in approach and intervention;
- Providing opportunities to self-regulate by offering safe space and time for individual reflection;
- Understanding the causes and stressors for the child and assisting the child in mitigating those stressors;
- Assisting the child to determine strategies to address the stressor;
- Helping children to develop relaxation techniques.

According to Occupational Standards and sector pedagogy, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.12 Identify when a Child may be in need of protection by;

- Maintaining confidentiality to protect the child and family;
- Informing parents/guardians and staff about legislation and program expectations related to behavioural guidance and the rights of the child;
- Keeping up to date with community resources to support families and colleagues;
- Maintaining open communication with families;
- Maintaining training for self and colleagues in relation to child protection and duty to report;
- Keeping up to date with advisories and notices from the College of Early Childhood Educators;
- Recognizing signs and symptoms of abuse and neglect; and,
- Observing and documenting physical and behavioural indicators;

According to the Child Care and Early Years Act 2014, the Child and Family Services Act, Education Act, legislation, regulation and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.13 Report when a Child is in Need of Protection by;

- Following Child Abuse Reporting Protocols;
- Contacting police when required (such as circumstances involving intoxication, active violence, escalating situations, legal guardianship issues);
- Reporting on an ongoing basis as required;
- Recognizing and following the special responsibilities of professionals (including child development practitioners) to report (“operators or employees of child care programs or centres”); and,
- Recognizing the consequences of not reporting;

According to the Child Care and Early Years Act, 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, legislation, regulation and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9201.14 Perform Housekeeping Duties by;

- Cleaning and sanitizing as required;
- Storing tools, equipment and toys;
- Keeping centre clear of hazards and obstructions to prevent accidents and personal injury

To ensure the safety of children, self and others according to the Child Care and Early Years Act, Occupational Health and Safety Act, legislation, regulation, and organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.0 Perform Administrative and Organizational Duties

Skill Set Descriptor

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

This skill set establishes the legislative documentation and reporting framework for the other skill sets.

SKILLS

9202.01 Maintain daily attendance records by:

- Verifying the identity of the child;
- Recording the attendance;
- Ensuring sign in and sign out;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter-disciplinary team members as required;
- Keeping copy of records as required; and,
- Ensuring the confidentiality of children’s records and data.

In an accessible and consistent place; to gather information as required, to indicate child’s presence or absence and to ensure the safety of the child according to Childcare and Early Years Act, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

◇ A Trainer may be a Supervisor or the competent employee designated by the Apprentice’s Sponsor. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible.

9202.02 Complete medical, health and nutritional reporting and posting requirements

such as accidents, incidents and serious occurrences reports, recording symptoms of ill health, reporting illnesses to parents/guardians and health unit, allergy lists, and menu changes by:

- Documenting information as required;
- Completing forms as required;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter-disciplinary team members as required;
- Posting information (such as in clear view) as required; and,
- Notifying/Sending the report to other parties as required; and,
- Ensuring the confidentiality of children’s records and data.

According to the Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.03 Maintain up to date children’s records such as new enrolment records, contact information and documentation on child’s progress by:

- Ensuring new enrolments are included with every child;
- Distributing new enrolment records to all relevant staff;
- Changing or amending records as required;
- Checking children’s enrolment records for dietary restrictions, allergies and medical conditions as required;
- Documenting child’s progress;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and inter-disciplinary team members as required; and
- Ensuring the confidentiality of children’s records and data.

To ensure safety and support the development of the child according to the Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.04 Complete facility and maintenance records such as water flushing records, safety checks, playground inspections, cleaning and facility maintenance reports, emergency and emergency evacuation reports and inventory records by:

- Completing written documentation in a clear, concise, and accurate manner;
- Storing information as required; and
- Sharing information as required;

According to the Occupational Health and Safety Act, Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.05 Record compliance with medical requirements and the administration of medication by:

- Documenting information as required;
- Completing forms as required;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing information with relevant staff, parents/guardians, community partners and interdisciplinary team members as required;
- Notifying/Sending the report to other parties as required; and,
- Ensuring the confidentiality of children’s records and data.

According the Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.06 Update communication logs by:

- Documenting information as required;
- Completing documentation as required;
- Completing written documentation in a clear, concise, and accurate manner;
- Sharing changes to the daily schedule with families and co-workers; and,
- Storing and posting information as required.

According to the Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.07 Implement opening and closing requirements for the site by:

- Ensuring the facility is open/closed at the appropriate time;
- Inspecting the premises as required; and,
- Reporting any anomalies;

To ensure the proper operation of the facility and the safety of the children according to the Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.08 Comply with budgetary restrictions by:

- Planning and seeking approval for expenditures as required
- Providing a rationale for proposed expenditures; and,
- Finding alternate options as required;

According to organizational and funder policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9202.09 Perform customer service functions by:

- Using common or sector specific language as required;
- Explaining processes, issues and ideas in a clear, concise and precise manner to ensure all parties understand;
- Answering, re-directing and resolving inquiries and concerns as required;
- Referring individuals to other services as required;
- Speaking clearly, concisely and courteously; and,
- Analysing and responding to complaints and issues as required;

According to the Child Care and Early Years Act, legislation, regulation, organizational policies and procedures.

(mm/dd/yy)	Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9203.0 Foster Relationships That Support Learning

Skill Set Descriptor

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

Early learning curriculums are relationship based. Fostering relationships is therefore the foundation for all skill sets within this Training Standard Log Book.

Skills

9203.01 Develop Authentic and Meaningful Relationships with children, family members, colleagues, community partners, inter-disciplinary team members and para-professionals by;

- Being welcoming;
- Initiating a genuine interaction;
- Being respectful, positive and open in all communication without judgement or personal bias;
- Responding with sensitivity to children’s and families’ behaviour;
- Engaging in active listening;
- Validating communication initiated by others;
- Establishing respectful partnerships;
- Empathizing;

- Adjusting tone of voice;
- Maintaining eye contact;
- Taking time to interact;
- Being genuine;
- Understanding and communicating expectations;
- Establishing ongoing reciprocal communication;
- Using a variety of positive guidance techniques that support self-regulation and positive behaviour;
- Comforting when applicable;
- Providing a nurturing learning environment where children and families are welcome
- Providing environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry
- Modelling and providing conflict resolution strategies;
- Promoting involvement of families in their child’s early learning;
- Communicating child’s progress in an ongoing manner to families and community partners;
- Recommending and supporting families access to community resources;
- Communicating at the child’s level;
- Identifying the valuable input of families and community partners;
- Recognizing when praise is applicable;
- Respecting privacy and confidentiality; and,
- Reflecting on professional practice.

to build healthy attachments and a sense of belonging 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 Education and Skills Development (Vocational Learning Outcomes
 for Early Childhood Educators), and
 Organizational Policies and Procedures

(mm/dd/yy)	◊ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

◊ A Trainer may be a Supervisor or the competent employee designated by the Apprentice’s Sponsor. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible.

9203.02 Maintain Authentic and Meaningful Relationships and ongoing interactions

with children, family members, colleagues, community partners, inter-disciplinary team members and para-professionals by:

- Being welcoming;
- Supporting ongoing genuine interactions;
- Being respectful, positive and open in all communication without judgement or personal bias;
- Responding with sensitivity to children’s and families’ behaviour;
- Practising active listening;
- Validating communication initiated by others;
- Sustaining respectful partnerships;
- Empathizing;
- Adjusting tone of voice;
- Taking time to interact;
- Understanding and communicating expectations;
- Sustaining ongoing reciprocal communication;
- Using a variety of positive guidance techniques that support self-regulation and positive behaviour;
- Comforting when applicable;
- Providing a nurturing learning environment where children and families are welcome
- Providing environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry
- Modelling and providing conflict resolution strategies;
- Promoting involvement of families in their child’s early learning;
- Communicating child’s progress in an ongoing manner to families and community partners;
- Recommending and supporting families access to community resources;
- Communicating at the child’s level;
- Validating the input of families and community partners;
- Providing praise as applicable;
- Respecting privacy and confidentiality; and,
- Reflecting on professional practice.

to build healthy attachments and a sense of belonging 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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Organizational Policies and Procedures

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9204.0 Assess Children’s Learning and Development

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

Assessment is an ongoing process prior to, during and following the design, implementation and evaluation of Learning Experiences (Skill Set 9205.0). Observation for the purpose of assessment is dependent on the development and maintenance of authentic and meaningful relationships (9203.0) between the practitioner, the child and family.

Skills

9204.01 Select observation strategies, methods and screening/assessment tools for Systematic and Spontaneous Observation such as running records, portfolios, checklists, anecdotal records, diary records, notes, photos, videos, audio-recording by:

- Choosing data collection strategies that are linguistically and culturally appropriate;
- Ensuring that the selection is age appropriate;
- Considering own prejudices and biases;
- Considering a variety of methods to document development and learning;
- Identifying technology tools to facilitate documentation and record keeping; and,
- Considering the privacy and confidentiality of children and families;

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

to build healthy attachments and a sense of belonging 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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Organizational Policies and Procedures

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

◇ A Trainer may be a Supervisor or the competent employee designated by the Apprentice’s Sponsor. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible.

9204.02 Apply observation strategies, methods and screening/assessment tools for Systematic and Spontaneous Observation such as running records, portfolios, checklists, anecdotal records, diary records, notes, photos, videos, audio-recording by:

- Considering own prejudices and biases;
- Identifying and respecting variations in children’s development, abilities and interests;
- Gathering relevant information and observations from families and colleagues;
- Determining the purpose of the strategy/methodology/tool;
- Determining when the strategy/methodology/tool is used (time of day, frequency);
- 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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators),
 Organizational Policies and Procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

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

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 Education and Skills Development (Vocational Learning Outcomes for
 Early Childhood Educators), and
 Organizational Policies and Procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

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), and
 Organizational Policies and Procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.0 Create Learning Experiences and Environments

Skill Set Descriptor

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

When creating and implementing Learning Experiences and Environments, it is critical that Child Development Practitioners link planning back to the results of assessments (Skill Set 9204.0 - Assess Children’s Learning and Development). The use of applicable observations tools is an important precursor and ongoing requirement for the design, implementation and evaluation of learning experiences and environments. Planning and implementing learning experiences should not be done in isolation. Assessment and re-assessment through observation is critical in ensuring that the learning experience meets the needs and interests of the individual child.

Skills

9205.01 Design Inclusive Inquiry and Play Based Learning Experiences by:

- Establishing goals and objectives;
- Planning;
- Researching; and,
- Determining resources, materials and equipment;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child’s needs and to be responsive to children’s and group’s emerging abilities, interests and ideas.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

◇ A Trainer may be a Supervisor or the competent employee designated by the Apprentice’s Sponsor. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible.

9205.02 Implement Inclusive Inquiry and Play Based Learning Experiences by:

- Assessing;
- Documenting;
- Selecting, using resources, materials and equipment; and,
- Adapting and making changes for the short term;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child’s needs; and
to be responsive to children’s and group’s emerging abilities, interests and ideas

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.03 Evaluate the effectiveness of the Learning Experience and Learning Environment by:

- Monitoring children’s engagement and progress;
- Using observational strategies to determine if learning objectives were met; and,
- Reviewing plan and adapting and proposing change for the long term;

to adapt the learning experience and learning environment to meet objectives and enhance development based on individual child’s needs; and
to be responsive to children’s and group’s emerging abilities, interests and ideas

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.04 Promote opportunities in natural settings that foster an understanding of and appreciation of the environment.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.05 Facilitate and Support Transitions such as;

- From One Age Group to the Next;
- Between different Learning Environments and Activities; and,
- Between home and school environments;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child’s needs; and
to be responsive to children’s and group’s emerging abilities, interests and ideas

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.06 Provide opportunities for various forms of expression such as self-expression, creative expression or other forms of communication by:

- Designing the environment to enhance learning;
- Providing time and place for uninterrupted play; and,
- Making open ended opportunities available;

to support social, emotional, cognitive, physical, language, spiritual growth and development based on individual child’s needs; and
to be responsive to children’s and group’s emerging abilities, interests and ideas.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.07 Plan Events and Field Trips by:

- Budgeting for costs;
- Establishing learning objectives for children;
- Booking the event;
- Planning for transportation;
- Obtaining consent/permissions;
- Posting the event information (letter to parents and at the centre);
- Bringing attendance sheets, medication, first aid kit, emergency contacts;
- Planning for alternatives;
- Encouraging families, community and volunteers to participate when possible;
- Having fun; and,
- Evaluating the event/field trip;

According to legislation, regulation, centre policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9205.08 Prepare Children for Events and Field Trips by:

- Raising awareness about the topic for the event/field trip;
- Providing for learning opportunities before, during and after the event/field trip;
- Preparing for questions that children may ask;
- Discussing safety protocols with children; and,
- Sending information home to parents/guardians;

According to legislation, regulation, centre policies and procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206 Practise Professionally and Ethically

Skill Set Descriptor

All six skill sets in the Child Development Practitioner Training Standard Log book are inter-related and non-sequential to ensure that the program results in the development of a skilled practitioner who holistically looks at child development.

The Child Development Practitioner Apprenticeship Program is an alternate pathway towards the Early Childhood Education diploma. Consequently, all skill sets within this log book are aligned with the expectations and requirements of the Code of Ethics and Standards of Practice of the College of Early Childhood Educators. This skill set establishes foundational skills needed for entry to practice.

Skills

9206.01 Engage in continuous learning by:

- Engaging in reflective practice;
- Evaluating own performance;
- Being receptive to new ideas;
- Seeking out and actively participating in and embracing learning opportunities;

- Researching and analysing current studies and evidence based practices in early learning;
- Researching and using supports and community resources;
- Utilizing new research, literature and other resources;
- Sharing learning outcomes and concepts with others;
- Transferring knowledge into practice; and
- Creating a personal portfolio for professional development;

to ensure ongoing professional 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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Organizational Policies and Procedures

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(mm/dd/yy)	Apprentice Name	Apprentice Signature

◇ A Trainer may be a Supervisor or the competent employee designated by the Apprentice’s Sponsor. A Trainer should be a Registered Early Childhood Educator (RECE) or Ministry of Education designate when possible.

9206.02 Apply legislation, regulation, policies and procedures, and best practice guidelines that are relevant to professional practice and the care of children by:

- Keeping current with changes;
- Identifying the impact that changes to legislation, social policy, funding, and administrative practices have on the quality of programs and duties as a practitioner; and,
- Transferring knowledge into practice;

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Organizational Policies and Procedures.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.03 Conduct self professionally by:

- Recognizing that the practitioner is a role model for children, families, members of the profession, and other colleagues;
- Acknowledging personal biases;
- Separating personal viewpoints from professional perspectives;
- Demonstrating a willingness to be open to others’ feedback;
- Avoiding conduct that can reasonably be perceived as reflecting negatively on the profession (such as inappropriate use of social media, technology; inappropriate personal conduct outside of work hours);
- Demonstrating professional conduct in the workplace and community;
- Presenting a professional image;
- Maintaining a professional attitude;
- Taking responsibility for one’s actions, receiving feedback and adjusting self/behaviour accordingly;
- Acknowledging others’ viewpoints and guidance leading to personal reflection and change;
- Treating children/families/colleagues equally, equitably and fairly;
- Practising and observing the code of ethics; and,
- Complying with any applicable privacy legislation;

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Organizational Policies and Procedures

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.04 Use Code of Ethics to guide practice by:

- Maintaining confidentiality;
- Practising and observing the Code of Ethics;
- Using appropriate, sensitive, and inclusive language in accordance with the Ontario Human Rights Code and the organization’s policies and procedures;
- Adhering to ethical and professional standards as developed by the regulatory bodies such as College of Early Childhood Educators and the College of Trades;
- Applying conflict resolution/decision making processes in addressing ethical dilemmas;
- Establishing clear and appropriate boundaries in professional relationships and not violating those boundaries; and,
- Not engaging in conflicts of interest and/or dual relationships;

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
Organizational Policies and Procedures

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.05 Minimize the Environmental Footprint by:

- Recycling, refurbishing and upcycling materials for alternate uses;
- Using reclaimed materials;
- Using rainwater for outdoor play;
- Reviewing cleaning practices to minimize use of toxic chemicals;
- Monitoring waste:
- Researching sources for materials and resources such as recycling plants, composting, garbage,
- Establishing partnerships with local stores and companies (such as hardware stores) to obtain recycled, damaged or extra materials;
- Encouraging and collaborating with staff and families to do positive things for the environment (such as tree planting on the weekend);
- Using resources in an ethical and environmentally friendly manner (such as limiting use of construction paper, limiting use of food for sensory play);
- Influencing staff and families to be more sustainable in their own lives;
- Engaging in and participating in various global and local environmental events (such as Mud day, Earth day, Community Clean Up days, Fair Trade day, Arbour Day);
- Promoting environmentally sound practices; and,
- Improving sustainability;

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
Public Health, environment legislation, organizational policies and procedures and research based practices.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.06 Communicate clearly, concisely and effectively in all settings by:

- Being respectful, positive and open in all communication without judgement or personal bias;
- Ensuring that written and verbal communication is comprehensible, concise, factual, objective, and timely;
- Actively listening;
- Observing verbal and non-verbal communication cues;
- Using non-verbal language that is consistent with intended message;
- Preparing and using verbal, non-verbal and electronic communication to communicate with children, families and community stakeholders; and,
- Communicating professionally in written communication including using applicable vocabulary, grammar, spelling, and formatting appropriate to the early learning setting.

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
Organizational Policies and Procedures and research based practices

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.07 Build effective working relationships with colleagues, volunteers, students, families, paraprofessionals and community partners by:

- Creating partnerships;
- Demonstrating integrity in all professional relationships;
- Supporting others and working collaboratively;
- Making time for discussions with co-workers;
- Being non-judgmental;
- Offering assistance when needed;
- Sharing resources and responsibilities;
- Recognizing strengths and limitations of self and co-workers;
- Actively participating in meetings;
- Contributing to the development of and expressing new ideas and concerns clearly and concisely;
- Sharing information;
- Respecting the opinion of others; and,
- Demonstrating adaptability and flexibility.

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Organizational Policies and Procedures and research based practices

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.08 Maintain effective working relationships with colleagues, volunteers, students, families, paraprofessionals and community partners by:

- Sustaining partnerships;
- Demonstrating integrity in all professional relationships;
- Supporting others and working collaboratively;
- Making time for discussions with co-workers;
- Being non-judgmental;
- Offering assistance when needed;
- Sharing resources and responsibilities;
- Recognizing strengths and limitations of self and co-workers,
- Actively participating in meetings;
- Contributing to the development of and expressing new ideas and concerns clearly and concisely;

- Sharing information;
- Respecting the opinion of others; and,
- Demonstrating adaptability and flexibility.

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 Education and Skills Development (Vocational Learning Outcomes
for Early Childhood Educators), and
Organizational Policies and Procedures and research based practices

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.09 Apply conflict resolution strategies in all relationships by;

- Modelling and providing positive conflict resolution strategies in all relationships with families, colleagues, employers and others;
- Respecting and valuing others’ opinions;
- Acknowledging individual differences;
- Communicating feelings assertively and not aggressively;
- Focusing on areas of common interest and agreement instead of areas of disagreement and opposition;
- Accepting and respecting that individual opinions may differ;
- Not forcing compliance; and,
- Initiating discussion and dialogue to encourage participation in finding solutions;

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 Education and Skills Development (Vocational Learning Outcomes
for Early Childhood Educators), and
Organizational Policies and Procedures and research based practices

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.10 Safeguard the privacy and confidentiality of information related to children, families and colleagues by:

- Complying with legislation, regulation and Code of Ethics;
- Obtaining consent to the collection, use or disclosure of information related to children, families and colleagues;
- Ensuring that information is not modified;
- Obtaining permissions related to third party access;
- Respecting privacy;
- Fulfilling the ethical duty of the trust relationship;
- Protecting the information from unauthorized access (such as theft, loss, copying);
- Not sharing confidential information;
- Ensuring permissions are receiving prior to storing information in various forms (such as electronic);
- Ensuring that records are filed properly and under lock and key in accordance with the privacy legislation, Ontario Human Rights Code and the childcare centre’s policy; and,
- Using the information in the manner for which consent has been authorized.

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 Education and Skills Development (Vocational Learning Outcomes for Early Childhood Educators), and
 Relevant federal, provincial and municipal privacy legislation, organizational policies and procedures and research based practices.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

9206.11 Advocate for the profession, centre and the rights of children and families by

- Protecting and promoting the rights of children within their families and communities;
- Working in partnership with community to advocate for quality inclusive learning environments;
- Modelling and supporting families in advocating for children;
- Collaborating and consulting with other professionals in the identification and referral of children and families to community resources;
- Advocating for the advancement of early childhood education through professional networking; and,
- Promoting, educating and sensitizing the public about the role of the profession.

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 Education and Skills Development
(Vocational Learning Outcomes for Early Childhood Educators), and
Organizational policies and procedures and research based practices.

(mm/dd/yy)	◇ Trainer Name	Trainer Signature
(mm/dd/yy)	Apprentice Name	Apprentice Signature

Notes

**Child Development Practitioner (CDP) 620C Mapping Chart
Skills to Reportable Subjects**

Training Standard Log Book Skill Sets and Skills		Curriculum Standard Reportable Subjects	
9201.0: Practise and Promote Health Safety and Well Being			
9201.01	Ensure a safe environment	S3060	Health, safety and nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9201.02	Respond to serious occurrences	S3060	Health, safety and nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9201.03	Handle hazardous materials	S3060	Health, safety and nutrition
9201.04	Handle food and drink items	S3060	Health, safety and nutrition
9201.05	Handle medications	S3060	Health, safety and nutrition
9201.06	Administer medications	S3060	Health, safety and nutrition
9201.07	Respond to signs and symptoms of unexpected ill health and communicable diseases	S3060	Health, safety and nutrition
9201.08	Implement procedures related to universal precautions	S3060	Health, safety and nutrition
9201.09	Respond to basic individual needs of the child	S3060	Health, safety and nutrition
9201.10	Promote a healthy lifestyle	S3060	Health, safety and nutrition
		S3081	Professional Practice

9201.11	Foster the development of children’s ability to self-regulate	S3066	Preschool Learning Environment I
		S3061	Child Development I
		S3065	Child Development II
		S3068	School Age Learning Environment
		S3073	Infant and Toddler Learning Environment
9201.12	Identify when a child may be in need of protection	S3060	Health, Safety and Nutrition
		S3063	Foundations of Early Learning
		S3070	Child Protection
		S3071	Inclusive Practice and Advocacy
		S3078	Child, Family and Community
		S3081	Professional Practice
9201.13	Report when a child may be in need of protection	S3060	Health, Safety and Nutrition
		S3063	Foundations of Early Learning
		S3070	Child Protection
		S3071	Inclusive Practice and Advocacy
		S3078	Child, Family and Community
		S3081	Professional Practice
9201.14	Perform housekeeping duties	S3060	Health, Safety and Nutrition

9202.0: Perform Administrative and Organizational Duties			
9202.01	Maintain daily attendance records	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9202.02	Complete medical, health and nutritional reporting and posting requirements	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9202.03	Maintain up to date children’s records	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9202.04	Complete facility and maintenance records	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9202.05	Record compliance with medical requirements and the administration of medication	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9202.06	Update communication logs	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
		S3072	Interpersonal communication
9202.07	Implement opening and closing requirements	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
9202.08	Comply with budgetary restrictions	S3079	Legislation and Social Policy in Early Learning Administration
9202.09	Perform customer service functions	S3072	Interpersonal communication
		S3081	Professional practice

9203.0: Foster Relationships that Support Learning			
9203.01	Develop authentic and meaningful relationships	S3061	Child Development I
		S3063	Foundations of Early Learning
		S3068	School Age Learning Environment
		S3073	Infant and Toddler Learning Environment
		S3071	Inclusive Practice and Advocacy
		S3072	Interpersonal communication
		S3078	Child, Family and Community
		S3081	Professional practice
9203.02	Maintain authentic and meaningful relationships	S3061	Child Development I
		S3063	Foundations of Early Learning
		S3068	School Age Learning Environment
		S3073	Infant and Toddler Learning Environment
		S3071	Inclusive Practice and Advocacy
		S3072	Interpersonal communication
		S3078	Child, Family and Community
		S3081	Professional practice

9204.0: Assess Children’s Learning and Development			
9204.01	Select observation strategies, methods and screening/assessment tools for systematic and spontaneous observation	S3061	Child Development I
		S3065	Child Development II
		S3064	Foundations of Early Learning Placement
		S3066	Preschool Learning Environment I Placement
		S3068	School Age Learning Environment Placement
		S3074	Infant and Toddler Learning Environment Placement
		S3077	Preschool Learning Environment II Placement
		S3082	Advanced Placement
9204.02	Apply observation strategies, methods and screening/assessment tools for systematic and spontaneous observation	S3061	Child Development I
		S3065	Child Development II
		S3064	Foundations of Early Learning Placement
		S3066	Preschool Learning Environment I Placement
		S3068	School Age Learning Environment Placement
		S3074	Infant and Toddler Learning Environment Placement
		S3077	Preschool Learning Environment II Placement
		S3082	Advanced Placement
9204.03	Consult with Colleagues, parents/guardians, para-professionals and community resources	S3072	Interpersonal Communication
		S3071	Inclusive Practice and Advocacy
		S3078	Child, Family and Community
		S3081	Professional Practice

9204.04	Analyse and Interpret Observations	S3061	Child Development I
		S3072	Interpersonal Communication
		S3065	Child Development II
		S3064	Foundations of Early Learning Placement
		S3066	Preschool Learning Environment I Placement
		S3068	School Age Learning Environment Placement
		S3074	Infant and Toddler Learning Environment Placement
		S3077	Preschool Learning Environment II Placement
		S3081	Professional Practice
		S3082	Advanced Placement
9205.0: Create Learning Experiences and Environments			
9205.01	Design inclusive inquiry and play based learning experiences	S3062	Creative Expression
		S3071	Inclusive Practice and Advocacy
		S3063	Foundations of Early Learning Environment
		S3064	Foundations of Early Learning Environment Placement
		S3066	Preschool Learning I Environment
		S3067	Preschool Learning I Environment Placement
		S3076	Preschool Learning II Environment
		S3077	Preschool Learning II Environment Placement
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3073	Infant and Toddler Learning Environment

		S3074	Infant and Toddler Learning Environment Placement
		S3082	Advanced Placement
		S3075	Philosophies and Education Models for Early Childhood Development
9205.02	Implement inclusive and play based learning experiences	S3062	Creative Expression
		S3071	Inclusive Practice and Advocacy
		S3063	Foundations of Early Learning Environment
		S3064	Foundations of Early Learning Environment Placement
		S3066	Preschool Learning I Environment
		S3067	Preschool Learning I Environment Placement
		S3076	Preschool Learning II Environment
		S3077	Preschool Learning II Environment Placement
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3073	Infant and Toddler Learning Environment
		S3074	Infant and Toddler Learning Environment Placement
		S3082	Advanced Placement
S3075	Philosophies and Education Models for Early Childhood Development		
9205.03	Evaluate the effectiveness of the learning experience and learning environment	S3062	Creative Expression
		S3071	Inclusive Practice and Advocacy
		S3063	Foundations of Early Learning Environment
		S3064	Foundations of Early Learning Environment Placement
		S3066	Preschool Learning I Environment

		S3067	Preschool Learning I Environment Placement
		S3076	Preschool Learning II Environment
		S3077	Preschool Learning II Environment Placement
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3073	Infant and Toddler Learning Environment
		S3074	Infant and Toddler Learning Environment Placement
		S3082	Advanced Placement
9205.04	Promote opportunities in natural settings	S3062	Creative Expression
		S3071	Inclusive Practice and Advocacy
		S3063	Foundations of Early Learning Environment
		S3064	Foundations of Early Learning Environment Placement
		S3066	Preschool Learning I Environment
		S3067	Preschool Learning I Environment Placement
		S3076	Preschool Learning II Environment
		S3077	Preschool Learning II Environment Placement
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3073	Infant and Toddler Learning Environment
		S3074	Infant and Toddler Learning Environment Placement
		S3082	Advanced Placement

9205.05	Facilitate and support transitions	S3063	Foundations of Early Learning Environment
		S3064	Foundations of Early Learning Environment Placement
		S3066	Preschool Learning I Environment
		S3067	Preschool Learning I Environment Placement
		S3076	Preschool Learning II Environment
		S3077	Preschool Learning II Environment Placement
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3073	Infant and Toddler Learning Environment
		S3074	Infant and Toddler Learning Environment Placement
		S3082	Advanced Placement
9205.06	Provide opportunities for various forms of expression	S3062	Creative Expression
		S3071	Interpersonal Communication
		S3063	Foundations of Early Learning Environment
		S3064	Foundations of Early Learning Environment Placement
		S3066	Preschool Learning I Environment
		S3067	Preschool Learning I Environment Placement
		S3076	Preschool Learning II Environment
		S3077	Preschool Learning II Environment Placement
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3073	Infant and Toddler Learning Environment

		S3074	Infant and Toddler Learning Environment Placement
		S3082	Advanced Placement
9205.07	Plan events and field trips	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3082	Advanced Placement
9205.08	Prepare children for events and field trips	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
		S3068	School Age Learning Environment
		S3069	School Age Learning Environment Placement
		S3082	Advanced Placement
9206.0: Practise Professionally and Ethically			
9206.01	Engage in continuous learning	S3075	Philosophies and Education Models for Early Childhood Development
		S3081	Professional Practice
9206.02	Apply legislation, regulation, policies and procedures and best practice guidelines	S3075	Philosophies and Education Models for Early Childhood Development
		S3081	Professional Practice
9206.03	Conduct self professionally	S3079	Legislation and Social Policy in Early Learning Administration
		S3071	Inclusive Practice and Advocacy
		S3078	Child, Family and Community
		S3081	Professional Practice

		S3064	Foundations of Early Learning Placement
		S3067	Preschool Learning Environment I Placement
		S3069	School Age Learning Environment Placement
		S3074	Infant and Toddler Learning Environment Placement
		S3077	Preschool Learning Environment II Placement
		S3082	Advanced Placement
9206.04	Use code of ethics to guide practice	S3079	Legislation and Social Policy in Early Learning Administration
		S3071	Inclusive Practice and Advocacy
		S3078	Child, Family and Community
		S3081	Professional Practice
		S3064	Foundations of Early Learning Placement
		S3067	Preschool Learning Environment I Placement
		S3069	School Age Learning Environment Placement
		S3074	Infant and Toddler Learning Environment Placement
		S3077	Preschool Learning Environment II Placement
		S3082	Advanced Placement
9206.05	Minimize the environmental footprint	S3081	Professional Practice
		S3064	Foundations of Early Learning Placement
		S3067	Preschool Learning Environment I Placement
		S3069	School Age Learning Environment Placement
		S3074	Infant and Toddler Learning Environment Placement
		S3077	Preschool Learning Environment II Placement

		S3082	Advanced Placement
9206.06	Communicate clearly, concisely and effectively in all settings	S3072	Interpersonal communications
		S3081	Professional Practice
9206.07	Build effective work relationships	S3072	Interpersonal communications
9206.08	Maintain effective working relationships	S3072	Interpersonal communications
9206.09	Apply conflict resolution strategies in all relationships	S3072	Interpersonal communications
9206.10	Safeguard the privacy and confidentiality of information	S3060	Health, Safety and Nutrition
		S3079	Legislation and Social Policy in Early Learning Administration
		S3081	Professional Practice
9206.11	Advocate for the profession, centre and the rights of children and families	S3071	Inclusive Practice and Advocacy
		S3078	Child, Family and Community
		S3081	Professional Practice

Definitions

Apprentices Class

Individuals in this class:

- Hold one or more valid Registered Training Agreements with the Ministry of Advanced Education and Skills Development in either compulsory or voluntary trades;
- Hold a valid statement of membership with the Ontario College of Trades in the Apprenticeship class;
- Are subject to any ratios or wage rates that have been set out in regulation for their trade(s);
- Can remain in this class until they receive their Certificate of Apprenticeship;
- Can hold themselves out as Apprentices.

Certificate of Apprenticeship (C of A)

A certificate issued by the Minister of Training, Colleges and Universities to individuals who have demonstrated that they have completed an apprenticeship program in Ontario.

Certificate of Qualification (C of Q)

A certificate issued by the Registrar on behalf of the College of Trades to a Journeyman. A Certificate of Qualification will serve as proof of having met any testing/program requirements and membership in the College's Journeymen Class.

Competence

The ability of an individual to perform a skill repeatedly and without assistance in the workplace as set out in the Log Book.

Competency Analysis Profile (CAP Chart)

A chart that identifies the training needs of an individual trade and details the skills/skill sets that must be demonstrated during an apprenticeship program.

Competent Person

A competent person is defined by the *Occupational Health and Safety Act* as being a person who:

- Is qualified because of their knowledge, training and experience to organize the work and its performance;
- Is familiar with the *Occupational Health and Safety Act* and its regulations that apply to the work; and has knowledge of any potential or actual danger to health or safety in the workplace.

Competent Worker

A competent worker is defined by the *Occupational Health and Safety Act* as being a person who:

- Is qualified because of knowledge, training and experience to perform the work;
- Is familiar with the *Occupational Health and Safety Act* and with the provisions of the regulations that apply to the work; and
- Has knowledge of all potential or actual danger to health or safety in the work.

Sponsor

Means a person that has entered into a Registered Training Agreement under which the person is required to ensure that an individual is provided with workplace-based training in a trade as part of an apprenticeship program established by the College of Trades.

Sponsor of Record

Refers to the Sponsor documented as being signatory to the current training agreement or contract. In order for a Sponsor to be considered for the training of Apprentices, they must identify that the workplace has qualified Journeypersons or the equivalent on site, and can identify that the workplace has the tools, equipment, materials, and processes which have been identified by the Industry representatives for the trade.

Incompetence

According to the *Ontario College of Trades and Apprenticeship Act, 2009*, a member of the College of Trades may be found to be incompetent by the College Of Trades Discipline Committee if the Committee feels that the member has displayed a lack of knowledge, skill or disregard for another person's welfare while practising their trade. If this happens, the individual may be found unfit to practise their trade and their Statement of Membership/Certificate of Qualification may be revoked, suspended, or be subject to terms, conditions or limitations.

Journeyperson

Compulsory Trades Journeyperson:

- Someone who holds a valid Certificate of Qualification in the trade and who is a member in good standing of the College of Trades Journeypersons Class for the same trade; or
- Someone who holds a valid Provisional Certificate of Qualification in the trade and who is a member in good standing of the College of Trades Journeypersons Class for the same trade.

Voluntary Trades Journeyperson:

- Someone who holds a valid Certificate of Qualification in the trade and who is a member in good standing of the College of Trades Journeypersons Class for the same trade; or
- Someone who holds a Certificate of Qualification in the trade that was issued by the Ministry of Advanced Education and Skills Development prior to April 8, 2013 (membership in the College of Trades is not required in this scenario).

Journey person Candidates Class

An individual who has completed an Ontario apprenticeship program (Certificate of Apprenticeship) in a voluntary or compulsory trade that has a Certificate of Qualification examination, but has not passed the Certificate of Qualification examination for their trade. There is a maximum time limit of one year to remain in the Journey person Candidates Class.

Individuals in this class:

- are subject to any ratios and/or wage rates that have been set out for their trade(s), if they practise a compulsory trade.
- can continue to work legally in their trade if they are in a compulsory trade, as they prepare to write their examination (individuals in voluntary trades do not have to be members of the College of Trades to work legally); and can hold themselves out as Journey person Candidates (they are neither Apprentices nor Journey persons).
- can remain in this class for a maximum of one year or until they pass the Certificate of Qualification exam and become members of the Journey persons class. However, they can only remain in this class for a maximum of one year. After one year they can move into the Trades persons Class if they are in a voluntary trade. If they are in a compulsory trade and have been in the Journey person Candidates Class for one year, they can no longer work legally in that trade until they pass the Certificate of Qualification examination.

Mandatory Skill

Status assigned to unshaded individual skills, skill sets or general performance objectives which must be signed off for the Apprentice to complete their program.

OCTAA

Ontario College of Trades and Apprenticeship Act, 2009

Optional Skill

Status assigned to shaded individual skills, skills sets or general performance objectives for which sign off is not required for the Apprentice to complete the program.

Ratios

For up to date information regarding Journey person to Apprentice ratios, please visit:

collegeoftrades.ca

Sign off

Signature of the Sponsor, or an individual to whom that Sponsor has delegated signing authority, (e.g. Trainer) indicating an Apprentice's demonstration of competence.

Skill

Individual skill described in the Log Book (note: does not mean the larger skill groups referred to in the Log Book as Skill Sets, Training Units, or General Performance Objectives, but the individual skills that make up those groups).

Skill Sets

Group of individual skills found in the Log Book (may also be called Training Unit or General Performance Objective).

Skill Set Completion for Sponsors

Listing for all skill sets and includes space for sign off by Sponsor of record.

Supervisor

An individual who oversees the performance of a task and oversees the actions or work of others.

Trade Board

Under the *Ontario College of Trades and Apprenticeship Act, 2009*, the [College of Trades Appointments Council](#) (COTAC) may appoint a Trade Board for each designated trade, composed of Employee and Employer representatives from the industry. Trade Boards are responsible for advising and making recommendations to the College of Trades Divisional Boards on issues relating to their trade. When there is no appointed trade board for a trade, the respective sector Divisional Board will act as the default Trade Board for the trade.

Tradespersons Class

A Class of Membership for individuals who practise in a voluntary trade which may or may not have a Certificate of Qualification examination.

Individuals in this class:

Have been members of the Journeyperson Candidates Class or are not eligible for Journeyperson Candidates Class and have been assessed to have experience and/or qualifications that are equivalent to a Certificate of Apprenticeship in that trade

- Are preparing to write/have no plans to write/have not passed the available Certificate of Qualification exam for their trade(s);
- Can remain in this class indefinitely or until they pass the available Certificate of Qualification exam for their trade(s); and
- Can hold themselves out as tradespersons (they are neither apprentices nor journeypersons).

Note: Individuals in the Tradespersons Class are considered Journeypersons for the purpose of determining ratios for that trade.

Trainer

A qualified Trainer in a compulsory trade is a Journeyperson with a Certificate of Qualification. In a voluntary trade, a Trainer is an individual who is considered equivalent to a Journeyperson with a Certificate of Qualification.

Instructions for Recording a Change in Sponsor

1. Record your first sponsor's information in Sponsor Record #1 – this would be the sponsor who has signed your initial apprenticeship Training Agreement for this trade.
2. If you do change sponsors prior to completing this apprenticeship, please contact your local Ministry of Advanced Education and Skills Development Apprenticeship Office immediately to update your sponsor record.
3. Please make sure you do record all of the information regarding any additional sponsors of record towards your apprenticeship using the Sponsor Records on the following pages (if applicable).

You must fill out a Change of Sponsor Record each time you change your sponsor.

Sponsor Record #1

Sponsor Information	
Apprentice Name	
Registered Training Agreement #	
Sponsor Name	
Address	
Telephone	
E-mail Address	

Summary of Training	
Employment Start Date	
Employment End Date	
Total hours of training & instruction between dates of employment.	
Skill Sets Completed (e.g. UXXXX)	

As the Sponsor, I hereby confirm that the above information is true and accurate to the best of my knowledge.

Signature: _____ Date: (mm/dd/yy) _____

The Sponsor is required to sign off and date the skills after the Apprentice has proven competence in those skills. However, if a skill is shaded, it is optional and does not need to be signed off.

****If you need additional copies of the Sponsor Record, please photocopy as needed or visit collegeoftrades.ca and search Sponsor Record Form.***

Change of Sponsor Record #2

Sponsor Information	
Apprentice Name	
Registered Training Agreement #	
Sponsor Name	
Address	
Telephone	
E-mail Address	

Summary of Training	
Employment Start Date	
Employment End Date	
Total hours of training & instruction between dates of employment.	
Skill Sets Completed (e.g. UXXXX)	

As the Sponsor, I hereby confirm that the above information is true and accurate to the best of my knowledge.

Signature: _____ Date: (mm/dd/yy) _____

The Sponsor is required to sign off and date the skills after the Apprentice has proven competence in those skills. However, if a skill is shaded, it is optional and does not need to be signed off.

****If you need additional copies of the Sponsor Record, please photocopy as needed or visit collegeoftrades.ca and search Sponsor Record Form.***

Instructions for Apprenticeship Program Completion (Appendix A)

Once an Apprentice has completed all the classroom training and on-the-job hours specified for the trade, and has acquired all the mandatory skills included in this Log Book:

1. The Apprentice and the Sponsor complete the Apprentice Completion Form and the Skill Set Completion for Sponsors Form located on the following pages.
2. They sign the forms and submit them to their local Ministry of Advanced Education and Skills Development apprenticeship office. To find the closest office, check the contact information at <http://services.findhelp.ca/eo/tcu/appoff> or call the Employment Ontario toll free number at (1-800-387-5656).
3. Since this trade is competency based, all mandatory skills in the Log Book must be signed off. If the Sponsor is completing the Apprentice before the industry recommended training hours are done, Ministry staff may request further information regarding the Apprentice's on-the-job training. An example of a request would be a letter from the Sponsor confirming the Apprentice worked for some time in the trade before the initial Training Agreement was registered, thereby acquiring some skills beforehand.

If Apprentices are submitting the completion request form and supporting documentation to their local Ministry of Advanced Education and Skills Development apprenticeship office by mail, fax, or email (as a scanned document), they should not include their Log Book; if they are presenting this form in person at the local apprenticeship office, they should bring their Log Book with them.

After Ministry staff verifies all the information in the completion request, they may contact either the Apprentice or the Sponsor for further information or documentation. Once the completion has been confirmed, the Ministry will issue a Certificate of Apprenticeship to the Apprentice.

The Ontario College of Trades will receive notification of this completion, and complete the individual's membership in the Apprentices class for the trade. If the Apprentice has completed a program in a compulsory trade, the College of Trades will automatically register the Apprentice as a member of the Journeyman Candidates class so the Apprentice can continue to work legally for one year while preparing for the certification examination. If an apprentice completes their apprenticeship in a voluntary trade **and** there is no Certificate of Qualification exam, they can apply for membership in the Journeymen's Class at the Ontario College of Trades. If there is a Certificate of Qualification exam, they must write and pass the exam in order to enter the Journeymen's Class at the Ontario College of Trades.

For permission to schedule an exam once completion is confirmed by the Ministry, the individual must first contact the College of Trades Client Services Department at 647-847-3000 or toll free at 1-855-299-0028 to pay the certification examination fee.

Apprentice Completion Form (Appendix B)

Please fill out both sides of this form, including the Skill Set Completion for Sponsors (see back of form). Once both sides are completed, submit the form to your local Ministry of Advanced Education and Skills Development apprenticeship office (find contact information at <http://services.findhelp.ca/eo/tcu/appoff> or by calling Employment Ontario at (1-800-387-5656).

Apprentice Information	
Name (print)	
Client ID # Issued by Ministry	
Telephone Number(s)	

Sponsor Information	
Legal Name	
Address	
Telephone Number(s)	
Sponsor's Signing Authority (<i>print name</i>)	
E-mail Address	

Program Information			
Trade Name			
Number of hours required as per Training Agreement (<i>for hours-based trades only</i>)			
Hours completed? (<i>documentation attached</i>)	Yes ()	No ()	Not applicable ()
Classroom training completed or exempt?	Yes ()	No ()	Not applicable ()

I hereby confirm that the information submitted on both sides of this form is true and accurate.

X _____
Apprentice's Signature Date

X _____
Signature of Sponsor's Signing Authority Date

Skill Set Completion for Sponsors (Appendix C)

You will find the skill set numbers and titles in the Log Book's Table of Contents. By signing off each skill set in the table below, you are providing final confirmation, as the Apprentice's Sponsor, that the Apprentice has demonstrated competency in all the mandatory skills included in the skill set.

SKILL SET #	SKILL SET TITLE	SIGNING AUTHORITY SIGNATURE
9201	Practise and Promote Health, Safety and Well Being	
9202	Perform Administrative and Organizational Duties	
9203	Foster Relationships that Support Learning	
9204	Assess Children's Learning and Development	
9205	Create Learning Experiences and Environments	
9206	Practise Professionally and Ethically	

Ministry of Advanced Education and Skills Development Use Only:

Sponsor verified as most recent sponsor of record: Yes () No ()

Documentation to support completion of hours attached: Yes () No ()

Completion of classroom training verified: Yes () No ()

Staff Name _____ Signature _____ Date _____

**Ministry of Advanced Education and Skills Development
Apprenticeship Offices in Ontario (Appendix D)**

Location	Contact	Location	Contact
Barrie 705-737-1431	55 Cedar Pointe Dr Unit 609, Barrie, ON L4N 5R7	North Bay 705-495-8515	200 First Ave West, North Bay, ON P1B 3B9
Belleville 613-968-5558	135 North Front St, Belleville, ON K8P 3B5	Oakville 905-842-5105	700 Dorval Dr., Suite 100, Oakville, ON L6K 3V3
Brantford 519-756-5197	505 Park Rd North Suite 201, Brantford, ON N3R 7K8	Oshawa 905-433-0595	78 Richmond Street West, Unit 100, Oshawa, ON L1G 1E1
Chatham 519-354-2766	870 Richmond St West 1st Floor, Chatham, ON N7M 5J5	Ottawa 613-731-7100	Preston Square, 347 Preston , Suite 310, Ottawa, ON K1S 3H8
Cornwall 613-938-9702	132 Second St East Ste 202, Cornwall, ON K6H 1Y4	Owen Sound 519-376-5790	1450 1st Ave West, Suite 100, Owen Sound, ON N4K 6W2
Dryden 807-223-4632	Provincial Government Building, 479 Government St, Dryden, ON P8N 3K9	Pembroke 613-735-3911	615 Pembroke St East, Pembroke, ON K8A 3L7
Elliot Lake 705-848-4661	50 Hillside Dr North, Elliot Lake, ON P5A 1X4	Peterborough 705-745-1918	901 Lansdowne St West, Peterborough, ON K9J 1Z5
Fort Frances 807-274-8634	922 Scott St 2nd Flr, Fort Frances, ON P9A 1J4	Sarnia 519-542-7705	Bayside Mall, 150 Christina St North, Sarnia, ON N7T 7W5
Geraldton 807-854-1966	208 Beamish Avenue West Geraldton, Ontario POT 1M0	Sault Ste. Marie 705-945-6815	477 Queen St East 4th Flr, Sault Ste Marie, ON P6A 1Z5
Hamilton Central 905-521-7764	Ellen Fairclough Bldg, 119 King St West 8th Flr, Hamilton, ON L8P 4Y7	St Catharines 905-704-2991	Garden City Tower, 301 St Paul St East, 10th Flr, St Catharines, ON L2R 7R4
Kapuskasing 705-337-4381	Ontario Government Complex, 122 Government Rd West, Kapuskasing, ON P5N 2X8	Sudbury 705-564-3030	159 Cedar St Ste 506, Sudbury, ON P3E 6A5
Kenora 807-468-2879	227 1/2 Second St South, Kenora, ON P9N 1G4	Thunder Bay 807-346-1550	189 Red River Rd Suite 103, Thunder Bay, ON P7B 1A2
Kingston 613-548-1151	Cornell Corporate Centre, 299 Concession St Ste 201, Kingston, ON K7K 2B9	Timmins 705-235-1950	Ontario Government Complex, 5520 Highway 101 East Wing B, South Porcupine, ON P0N 1H0
Kitchener 519-653-5758	4275 King St East, Kitchener, ON N2P 2E9	Toronto Central 416-326-5800	625 Church St 1st Fl, Toronto, ON M7A 2B5
London 519-675-7788	1200 Commissioners Rd E, Unit 72, London, ON N5Z 4R3	Windsor Central 519-973-1441	Roundhouse Centre, 3155 Howard Ave 2nd Fl, Ste 200, Windsor, ON N8X 4Y8
Mississauga (City of) 905-279-7333	The Emerald Centre, 10 Kingsbridge Garden Cir Ste 404, Mississauga, ON L5R 3K6		

For current office listings, please visit: <http://services.findhelp.ca/eo/tcu/appoff>

Completing Your Apprenticeship Program

Once your sponsor agrees that your hours are complete and you are competent in the required skills, and you have completed all the levels of classroom training required for your trade:

- ✔ Check the Ontario College of Trades Public Register to make sure your Apprentices class membership is still active:
<https://tmsportal.collegeoftrades.ca/web/ocot-public-services-v3/public-registry>
- ✔ Follow the completion instructions on the Completion Form (Appendix A) in the Log Book.
- ✔ Answer any questions that MAESD staff may have, and provide any additional completion documentation they may require.
- ✔ Once they confirm completion, MAESD will issue you a Certificate of Apprenticeship and notify the Ontario College of Trades of your completion.

After Your Apprenticeship

If you are in a trade with a certification exam, the College of Trades will **automatically** complete your membership in the Apprentices class and activate your 12-month membership in the Journeyperson Candidates class. This change will be reflected on your account with the College as well as on the College's Public Register.

Membership in the Journeyperson Candidates class will allow you to continue practising in a compulsory trade for 12 months while you prepare for and write your exam; if you are in a voluntary trade, it is your automatic approval to challenge the certification exam.

The College will send you a Journeyperson Candidates class welcome letter within 3 weeks of completion that outlines any/all of your future requirements for membership and examination as appropriate (different situations for voluntary and compulsory trades).

If you complete an apprenticeship program for which there is no exam, you can submit an application to become a member of the College's Journeypersons class on the basis of having earned a Certificate of Apprenticeship in the trade.

Preparing For Your Exam

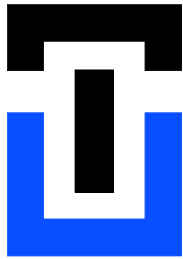
Find out if your trade has a Certificate of Qualification exam at:

www.collegeoftrades.ca/wp-content/uploads/tradesOntarioTradesCodes_En.pdf

For permission to schedule an exam once completion is confirmed by MAESD, you must first contact the College's Client Services Department at 647-847-3000 or toll free at 1-855-299-0028 to pay the certification exam fee. Once you have paid, contact your local MAESD Apprenticeship office to book your exam.

Download Ontario College of Trades exam preparation guide at:

www.collegeoftrades.ca/resources/exam-process and/or view the exam preparation guide for Red Seal trades at: www.red-seal.ca/w.2lc.4m.2@-eng.jsp

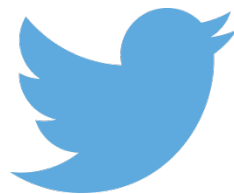


ONTARIO COLLEGE OF TRADES

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