



The Halton Resource Connection

Providing Connections

January to March 2012

Supporting Quality Care and Learning for all Children and Youth

Milton Location

410 Bronte St. South,
Milton, ON L9T 0H8

Hours of Operation

Tues. 12:00 pm- 8:00 pm
Wed. 9:00 am- 8:00 pm
Thurs. 12:00 pm- 8:00 pm

The Halton Resource Connection (THRC) is a program of the Milton Community Resource Centre (MCRC) in partnership with Halton Region.

Inside this issue

New Resources	2
Resource to Use and Create	3
Inclusion Connection	4
Room Set Up	5
Cooks Corner	6
Upcoming PD	7
Second Step Kits	8
QF Update	9
Customer Service Mentoring Circles	10
CCDIL Update	11
PSST	12
Recycle Centre	14

From the THRC Leadership Team

Over the past 13 years THRC has been supported by the community in a wide variety of ways through volunteers, advisory group participation, student placements and committees, just to name a few. We value the contribution of every person, every hour and every action which has contributed to the success of THRC over the years.

As THRC grows and changes the need for participation by you as a community member shifts and changes. We remember the days when we had volunteers helping with the purchasing of equipment or building of resources, those times where you may have volunteered on a Saturday, or sat on a conference committee. No matter the task or the support it has helped to build THRC to what it is today. We appreciate all the community involvement. Over the past few years many people were involved in supporting Quality First (QF), the Child Care Directory and Information Line (CCDIL), the Library or the Professional Development work of THRC. We are looking at ways to streamline some of this work going forward to both support THRC and make use of the volunteers time, energy and ideas in a different way. Starting in 2012 THRC will have a Community Reference Group. The first meeting will be held in March, members of the current QF Advisory Group, PD Advisory Group and other committees will be invited to attend the inaugural meeting of this Community Reference Group. If you are currently on one of these groups please watch for your invitation. At the first meeting we will be working on the details of how it will work going forward as well as work on the program areas of THRC such as Quality First, Professional Development, CCDIL and Library.

We are looking forward to hearing from you about this next phase in the life of THRC and are excited about a new way of consolidating the work of those who support THRC in our Halton community.

If you have any questions please contact us.

Gillian Burns and Rebecca Barrows-Vrankulj, THRC Leadership Team



Special Points of Interest...

- Winter Recharge Saturday February 25, 2012. Register online at www.thrc.ca
- Calling all supervisors to join Mentoring Circles, see page 10

The advertisements in The Halton Resource Connection's Newsletter are paid advertisements and do not in any way constitute a referral or endorsement of any approved or authorized referral service.

New Resources Coming in 2012

THRC is always committed to providing materials and equipment to support programs in the Halton community. We have been busy researching new materials, equipment and learning tools to add to our resource bins in the library to support you and the early learning programs. Through your suggestions and ideas we have been able to invest in new resources that will be out on the shelves in 2012.



Look for new aboriginal resources

- 10 new drums to use. Native people have used deer, moose, caribou, elk, cow and even fish skins to make drum heads. No two drums are the same as each has its own distinctive structure and life based on both the culture in which it was made and the hands of the one who made it.
- Books and costumes
- New dies include large feather, chain link and lacing mitten

Look for four new infant resource bins to be added in early 2012.

- Sensory
- Dramatic
- Music
- Science experiences

Look for additional bins to complement your favourites

- Grocery and flower shop .



Thank you for your feedback for ideas to enhance the resource library.

A Testimonial from a THRC Resource Library Member

We have had the Large Story Book for the last couple of weeks. It is a 41 foot (in length) stand up book that shows the inside of a house with all the rooms e.g. kitchen, bathroom, family room, etc. On the outside it shows the garden, barbecue, and more. It is a portable play space which has helped with extending children's language, helped with co-operative play, sharing skills and recall skills. This is only one of the amazing tools that I have found at THRC. I really wanted to share this information with everyone as we have children in our class with speech challenges and initially were very shy and would not talk. This book along with teacher and peer interactions has built the children's self-esteem and they are now forming sentences with their peers, all with the help of a book that has familiar surroundings on it. Amazing!!!!!!

Thanks Siobhan for sharing.

Siobhan Solecky. Supervisor/Teacher
Tender Years Co-operative School.

Resources to Use and Create!

By Pat Douglas, THRC Resource Library Assistant

Quick Simple Sensory Activities

Here are some quick, simple sensory activities you can do at home or in your program with materials that are easily accessible.

Exploding Colour

Materials: Shallow pan (clear is best, a pie plate works well) milk, eye droppers, food colouring, liquid dish detergent.

How to make it: Pour milk into the shallow pan, generously covering the bottom (approx ½”) Using an eye dropper, have the children drop food colouring into the milk (10-12 drops should do it) after the food colouring is added, drop the dish detergent in the same manner. Watch the magic happen! Continue to add drops of detergent until the reaction ceases.

Sensory Bags

Materials: Ziploc™, filler (hair gel, paint, water, goop or jello) Textured items with smooth edges (you may decide to use themed objects, such as items all beginning with the same letter or concept), clear packing tape.

How to make it: Fill a Ziploc™ bag with any non-toxic liquid substance. Place an assortment of objects in the bag. You may decide to use random objects or use objects with a common theme, such as farm, ocean, letter etc. Seal the bag and reinforce with packing tape. Double bag for added durability. Children can manipulate the bag for a great sensory experience.

Engaging Literacy

by Amanda Feener, Resource Library Assistant

The experiences children have with books plays a significant role in their overall development and academic achievement. Literacy-rich spaces, such as book nooks, are appealing to children and encourage engagement with books. Varieties of texts however, should be incorporated into other learning centers around the classroom, and paired with unique activities to broaden children's experiences and deepen their literacy connections. Props such as puppets, flannel board stories, games, puzzles, and numeracy activities will enhance the centre and allow the children to learn through play.

With winter just around the corner, this is the perfect opportunity to introduce a variety of literacy materials to your classroom centers. Here is an example you can try:

After introducing the children to *The Gingerbread Man*, create a centre which displays a number of items from the story, as well as labeled jars and boxes of ingredients needed to make Gingerbread cookies. Include a variety of writing materials, magazines, scissors, glue, and recipe cards. Invite the children to create and invent their own gingerbread recipes, using the clues from the table. This would be a great time to add cookbooks and cooking magazines to your centre. The children will enjoy looking at how different recipes are created and be inspired by the story of *The Gingerbread Man* to develop recipes of their own!



Inclusion Connection

Submitted by Tracey Goldhawk, Quality First Consultant

How to be an Inclusion Leader

What does it take to be an inclusion leader within your centre and community? An Inclusion leader sets the tone for their child care centre by following a philosophy that supports “people First” language, collaborates with community supports and has a strong inclusion policy.

If you are interested in support to develop your program’s inclusive practices for children with special needs, you may want to consider attending the workshop How to be an Inclusion leader on January 18th, 2012 from 6:00 – 8:00 pm at Woodlands Centre, 1179 Bronte Rd., Oakville. This workshop will explore how to encourage staff involvement in quality inclusion practices, embedding inclusive practices into your program, awareness of the philosophy and practices of using “people first language”, collaboration with community supports, and advocating for parents. This workshop will help you be able to implement quality inclusive practices in your program and identify new actions for becoming an inclusion leader.



Halton Region's Children's Services



We provide:

- Assistance with the cost of child care
- Child care at Regionally operated centres
- Services for children with special needs
- Support for children's health and development
- Community program supports
- Services to support families in their parenting role

For more information, contact

Halton Region

Dial 311 or 905-825-6000

Toll free 1-866-4HALTON (1-866-442-5866)

TTY 905-827-9833

www.halton.ca



SCS-11036

School Age Room Set Up

Submitted by Melanie Cunha, Quality First Consultant

Working with School Age Children of any age can be very rewarding.

Room set up can promote a positive environment to support the children's experiences, provides the group with a variety of choices and freedom. School Age programs should be varied and flexible and offer activities designed to promote gross motor and fine motor skills, language, social and emotional development.

Don't forget about The Halton Resource Connection! We offer many resources and Professional Development Opportunities to help you in your programs. With most School Age Programs having to set up and put away each night THRC has some great Bins available to sign out and use, while not compromising the sometimes limited storage space.

Book: The School Age Environment Rating Scale by: Thelma Harms, Ellen Vineberg Jacobs and Donna Romano White

THRC bins available to sign out are:

Bin # 903	Tickle Trunk	Bin # 1077	Digital Camera
Bin # 1812	Field Day	Bin # 157	Arabian Tabletop Blocks
Bin # 1467	Mexican Drum Kit	Bin #1723	Sand Tray

The links below can also offer some room set up insight and may support you on your way to a opportunities for creative exploration!

<http://www.iff.org/resources/content/3/1/documents/most.pdf>

http://childcarelearning.on.ca/child_care_setting/?room=20&item=67

<http://www.schoolagenotes.com/newsletter.asp>



Teachers in the before and after school programs find themselves performing a multitude of tasks in order to create environments that are both stimulating and fun such as program planning, setting up stimulating environments and interacting with the children. In order to foster quality environments it is important to develop relationships with parents of the children in your program. This may not be easy to do since parent schedules are often very full. Here are some links that may help with how to communicate with parents effectively and with less stress.

<http://www2.scholastic.com/browse/article.jsp?id=3748289>

http://www.cccf-fcsge.ca/publications/resourcesheets_en.html

<http://www.nctm.org/resources/content.aspx?id=6340>

Cooks Corner

by Julie Mann-Harrison, Program Support Consultant, Children's Services, Halton Region



Do you spend time in the classroom with the children? Are there times when you face some challenging behaviours which you're not sure how to handle? Here are some ideas to consider when handling children's behaviour.

Behaviour is a form of communication. Challenging behaviour typically occurs for three reasons when the child:

- Wants or doesn't get something
- Avoids or escapes something
- Reacts to the changes in the level of stimulation, i.e. the room is too loud

Once we identify why the behaviour occurs we can better plan preventative measures to avoid this challenging behaviour. For example Nyla, who is 2 years old, becomes agitated whenever there is a transition to another activity. The behaviour is occurring, in this example, because Nyla does not like change and wants to avoid it. An effective preventative strategy would be to give Nyla a gentle reminder before the transition occurs, so she is given time she needs to prepare for the change.

It is important to ensure everyone is aware of this preventative strategy. If you enter a room, find out what the plans are for dealing with children's challenging behaviour. This will help promote consistency and reduce negative behaviours.

This article is based on the Meeting the Challenge training resource which was created by the Canadian Child Care Federation http://www.cccf-fcsge.ca/publications/publications_en.html. If you would like support or training on this topic please contact Program Support Services at 905-825-6000 ext. 2539.

Letter or Word Wands

by Sharon Campbell-Springstead, Early Literacy Specialist, Ontario Early Years Centre

What better way to get children excited about letter and word recognition than by providing them with their very own letter or word wand. These pointers are simple to make and super-easy for small hands to hold. Teachers have known for years that word wands are ideal for reading big books and for highlighting words on charts. They are perfect for drawing extra attention to important letters or words in a book or anywhere in a classroom or playroom. Word wands often help children focus and are great for tracking words as you read aloud.

Word wands also help children understand print directionality. This refers to the way print is tracked during reading and laid down during writing. Children must know to begin at the top of the page and work toward the bottom, starting on the left-hand side and moving to the right.

Young children must also learn how to move from the end of one line of print to the beginning of the next using a "return sweep." This movement essentially means that when going on to a new line of text, the child returns to the left-hand side of the paper and works across the page again.

Children will develop directionality gradually during the emergent period and during the transition into conventional literacy.



Upcoming Professional Development

Play

Laughter

And

You

Winter Recharge 2012
“Play Laughter and You”
Saturday February 25, 2012
8:30 am-2:30 pm
Charles Sturt University

Visit www.thrc.ca for more information and to register online

YMCA OF HAMILTON/BURLINGTON/BRANTFORD CHILD CARE CENTRES

**FOR THE TIMES WHEN YOU CAN'T BE THERE YOURSELF,
LET US SHARE IN YOUR CHILD'S GROWTH AND LEARNING.**

**Preschool
Child Care Offices**
905-317-4942

**School Age
Child Care Offices**
905-317-4916

www.ymcahbb.ca



YMCA
We build strong kids,
strong families, strong communities.

Preschool Locations

Burlington

Notre Dame YMCA Child Care Centre
2333 Headdon Forest Dr. • 905-332-7872

St. Timothy's YMCA Child Care Centre
2141 Deer Run Ave. • 905-332-5655

IKEA YMCA Child Care Centre
1065 Plains Rd. E. • 905-333-0525

Lord Elgin YMCA Child Care Centre
5151 New St. • 905-637-9086

Tansley YMCA Child Care Centre
4426 Dundas St. • 905-335-3883

Brant YMCA Child Care Centre
1182 Northshore Blvd. • 905-631-5862

St. Christopher YMCA Child Care Centre
2400 Sutton Drive • 905 336-8565

Hamilton

Hamilton Family YMCA Child Care Centre
79 James St. S. • 905-317-4933

Les Chater Family YMCA Child Care Centre
356 Rymal Road East • 905-667-1515

Wellington YMCA Child Care Centre
1430 Upper Wellington • 905-385-0181

Mountain YMCA Child Care Centre
626 Upper Wentworth • 905-574-1174

Stoney Creek YMCA Child Care Centre
105 King St. E. • 905-664-2636

Sir William Osler YMCA Child Care Centre
330 Governor's Rd. • 905-628-8144

Flamborough YMCA Child Care Centre
207 Parkside Dr. • 905-690-3555 ext. 7006

Queen's Garden YMCA Child Care Centre
80 Queens St. N. • 905-529-0915

For Brantford locations and registration call 519-752-6568.



Supply Staffing shouldn't be complicated.

Make it **EASY** with Sentient!

- ✓ Quick Response Times - we are open to receive your calls 6 days a week
- ✓ Large team of Registered ECEs and experienced Assistants
- ✓ Book online and enjoy added capabilities including:
 - track your request online
 - provide feedback about our staff and service
 - request a staff you have enjoyed having at your centre

Book a Supply Staff Today!
 905-752-8120 | 1-877-STAFF-72
www.sentienthr.com



Second Step Update and Kit Sale

The Committee for Children has released the 4th edition of the Second Step kits for Kindergarten and has re-organized and training will be provided in the spring of 2012. Information on the new kits can be found at www.cfchildren.org.

The Halton Second Step Committee currently has several 3rd edition Preschool/Kindergarten kits that we will be selling at greatly reduced prices.

Gently used kits for \$100 and kits purchased in 2011 for \$200. The cost of new kits is approximately \$350.

Training and on-going support for using these 3rd edition kits will continue to be available through the Halton Second Step Trainers Committee as we transition to the 4th edition.

For information on purchasing a kit call Ruth Anne at the THRC (905) 875-4600 x103

Sheila Cummings, ROCK



Quality First Update

by Melanie Cunha, Quality First Consultant

Quality First ERS tips:

Early Childhood Environment Rating Scale, Revised (ECERS-R): Indicator #28 Promoting Acceptance of Diversity.

We all want children to grow up in a world free from discrimination. We want them to feel loved and included, so how can we best prepare children to meet challenges, value diversity, and be proud of themselves and their family traditions. We as Early Childhood Educators can teach children to respect and value all people regardless of the way they way they look, their physical abilities, or the language they speak.

So how do you know your program is promoting acceptance of diversity?

The Environment Rating Scale looks for materials to be included in areas that the children spend most of their day. In order to meet the requirement for this indicator at a “5” level there needs to be enough examples so it is easy for the children to access and experience.

To view this indicator in-depth, please refer to “All About Ecers-R” by Debbie Cryer, Thelma Harms and Cathy Riely on page 287-295.

Where can you incorporate diverse materials?

Materials can be found throughout the classroom, such as the dramatic play area, the music selection, book shelves, and through pictures and documentation. Some specific items might include: puppets, dolls, food, clothing, books and puzzles. By embedding diversity into your daily routines through the use of music, art activities, language, and meals and snacks; children will become accustomed to variety and diversity in their classroom and their world.

Where can I find resources?

The Halton Resource Connection’s resources, kits, and bins! They can support you in reaching your goals through the wide variety of materials available to be signed out.

For example:

Cultural Diversity: Bin # 1314

Start Seeing Diversity: Bin # 541

We are all alike, We are all Different Bin: # 1692

“By Representing Diversity in your programs the children are able to see themselves represented while learning about and accepting Diversity of others.”

Bringing a Customer Service Standard to Your Program– A Requirement for January 2012

by Sheree Abram-Tilk, Program Support Consultant, Children’s Services, Halton Region

All businesses with at least one employee will have to comply with the Accessibility for Ontarians with Disabilities Act (AODA) Customer Service Standard taking effect January 1, 2012. This Act applies to public, broader public and private sectors. The purpose of the AODA is to achieve a fully accessible Ontario by 2025, develop accessibility standards and enforce the standards.

The Customer Service Standard requires accessible customer service policy, procedures and practices, staff training, a feedback method, alternate communication methods and notice of service disruption.

What is Accessible Customer Service?

- **Flexible service** that meets the needs of an individual customer
- Putting the **person first**
- Understanding that some methods of service may **not work for all** people
- Allowing for **comments and suggestions** on how to improve accessible customer service
- Providing as much **notice** as possible if there is a **disruption** in service

You can easily start with meeting the needs of customers with disabilities by:

1. Asking “how may I help you?”
2. Listening to their response

Accommodating the best you can

For more information about AODA visit www.aoda.ca. If you require support for training and policy development contact Program Support Services at 905-825-6000 x2539.

Supervisors Mentoring Circles

Calling all Supervisors in Halton

Do you ever find yourself feeling isolated and alone dealing with challenges at your centre? Would you like some support?

Graduates from the Mentoring Pairs for Child Care (MPCC) project are providing networking sessions across Halton for **all** supervisors. This is your opportunity to benefit from everyone’s experiences in order to support you in your role as Supervisor.

THRC is pleased to coordinate **Mentoring Circles** with the MPCC graduates as leads.

Mentoring Circles will be provided throughout Halton on a monthly basis. Each session will begin with a formal networking topic chosen from the Occupational Standards for Administrators and followed by an informal discussion.

Participants of the Mentoring Circles will:

- Network with other supervisors in their local community.
 - Develop and use their reflective practice skills
 - Engage in a mentoring approach to develop positive communication skills
- Increase their knowledge of the Occupational Standards for Administrators

Next sessions are available on January 12, February 9 and March 21. Check www.thrc.ca for details.

Child Care Directory and Information Line

by Maria Evans, CCDIL Project Coordinator

Upcoming Workshops

- Income Tax Course- February 8, 2012 located at MCRC 410 Bronte Street South Milton
 - Pleasure of Planning – Monday February 13, 2012 located at MCRC 410 Bronte Street South Milton
 - First Aid/CPR- Saturday January 21, 2012 8:30-12:30 located at MCRC 410 Bronte Street South Milton and Saturday March 3, 2012 8:30-12:30 located at MCRC 410 Bronte Street South Milton
- Register online at www.thrc.ca or call 905 875-4600 x 101



Winter Reading Fun

Winter is here and the snow will soon be falling! Winter days have fewer hours of daylight so take the time to enjoy the day. Cold freezing days may force you to stay indoors and take part in quieter activities so creating a stimulating indoor space is important. Create a quiet space where the children can relax, read a book, share a story time with you or the other children in your care. This can include having a small area with pillows, soft furniture, soft toys and blankets. A home filled with a variety of materials such as developmentally appropriate board books, books with mirrors, different textures (for babies and young children), magazines (for older kids), audio books, postcards from relatives, photo albums or scrapbooks, newspapers and comic books can help keep the children interested. Keeping everyone engaged can be a challenge; they may get tired of reading the same books over and over again. Books are expensive and your budget may not allow you to replace books as regularly as you might want to. Here are some tips to stretch or enhance the use of the books you already have:

1. Use props to make a story come alive: felt board figures, puppets, pictures, costumes, texture books and props out of a story bag, suitcase, treasure box or a knapsack, apron pockets, or set up a clothes line where you can pin pictures to it to create visual stories.
2. Make a book come alive by getting the children to do actions, repeat phrases, act out parts of the story and encourage repetition of hand, body and facial movements.
3. Engage the children in discussion of the book; invite questions, make predictions, ask them to tell or retell a story in their own way.
4. Use developmentally appropriate story tapes or movies.

Provider Corner The winter can be long, cold and snowy and bad weather can make it hard to spend much time outside. Children need to kept active and if they cannot get outside to work off their excessive energy then you will need to give the children a chance to blow off some steam. Circle time can be a great time to engage the children in active gross and small motor activities. Sing active songs, finger plays, and march around the house, wave flags, scarves, play hide and seek. Introduce active indoors games such as Duck, Duck Goose, musical chairs, and play catch using soft bean bags or plush balls. Borrow gross motor bins from THRC or visit http://kidshealth.org/parent/nutrition_center/staying_fit/active_preschooler.html for more ideas.

From the Program Support Services Team (PSST)

by Jill Fortney, Program Support Consultant, Children's Services, Halton Region

Connecting Parents to Learning through Play

Do you want to support parents in understanding the value of children's play? Is it difficult to talk with parents about what children are learning through play? Here are some tips to connect parents to what children learn through meaningful play experiences!

Check in with your own knowledge and beliefs about play and child development

- Talking with parents about play requires you to have a strong understanding and belief in, the value of play
- Reconnect with your knowledge of child development
 - The ELECT "Continuum of Development" is a valuable resource to
 - Remind you of the developmental domains and specific skills
 - Help you find words to use with parents
 - Find it at: <http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>
- Remember that the possibilities for "learning through play" happens in any curriculum approach; "play-based learning" is not a curriculum, it's a process

Observe, record, and share what's happening in children's play

- Document children's play and learning through various forms, including
 - Written stories that describe what children learned
 - Photos that show children's play experiences; include a written story to interpret what learning is happening
- Talk to parents about what children *learned* rather than what they *did*
 - "In her block play, Milly created an intricate pattern with the different sized blocks"
 - "Look how he's playing in the drama area – he's acting out the story from the book we read in our small group time"
- Gather samples of children's written work, art work and describe the skills used to create these works

Also provide parents with information about "how children learn through play" in your program through:

- Bulletin boards
- Newsletters
- Centre website
- Parent social events

Contact the Program Support Services Team for further help in talking with parents about how children learn through play:

905-825-6000 ext. 2539.





Bachelor of Early Childhood Studies (BECS)

This Honours Degree program, developed in partnership with faculty from the Early Childhood Programs at Mohawk and Sheridan Colleges, is offered on campus at Charles Sturt University in Ontario.

This exciting program, approved by the Ontario Ministry of Training Colleges and Universities, has an international focus and is delivered by a combination of Australian and Ontario early childhood academic faculty.

Graduates are well placed to move into leadership roles in a variety of early childhood services in Ontario and are qualified to enter a faculty of education program to obtain elementary teacher qualifications.

PROGRAM DETAILS

- applicants who have successfully completed an Ontario Diploma in Early Childhood Education with a B average are granted full recognition for their two-year diploma, leaving only two years' additional study to attain the four-year Honours Degree
- full-time and part-time options are available
- class schedule allows students to continue working if necessary
- enrolment is limited to 50 students per year
- students qualify for Ontario Students Association Program (OSAP) loans as well as CSU bursaries

WHEN CAN I START?

- online application forms are available at www.charlessturt.ca. Click on Ontario School of Education and then Bachelor of Early Education Studies to access registration information.

For more information, click on Online Course Brochure - browse through the FAQs and the links in this section. Contact us directly on 905-333-4955, Ext. 55125 or email EarlyChildhood@csu.edu.au

www.charlessturt.ca



Creative Recycle Centre at THRC

The Creative Recycle Centre provides a variety of new and reusable materials that may be included in your program. Come and explore the shelves for valuable materials to add to your creative projects.

You may find papers, fabric, magazines, tubes, unique containers, and specialty items. The selection continually changes and resources are available with ideas to inspire you.

Do you have materials to donate or contact information for a business or company that has excess materials that we could add to the Creative Recycle Centre? Please contact us.

Purchase your Creative Recycle Bag for \$3.00



Need help with the cost of child care?

You may qualify for financial help if you are:

- working
- attending school
- looking for work

To learn more...

1. Go to www.halton.ca/subsidycalculator to see if you qualify!*
2. Call Halton Region to apply for financial assistance.
3. Visit www.thrc.ca to locate licensed child care in your community or call the Child Care Directory and Information Line at 905-875-0235.

*The calculator helps estimate what you may qualify for but does not guarantee eligibility for the program.

Call today to start the process!

Halton Region

Dial 311 or 905-825-6000

Toll free 1-866-4HALTON (1-866-442-5866)

TTY 905-827-9833

www.halton.ca

SCS-11038



Professional Development

Visit the Professional Development page at www.thrc.ca to review the upcoming professional development events in Halton and surrounding areas. Detailed flyers as well as the general listing of the sessions are both available for your review.

THRC's Vision: A community that values quality care and learning