

*Acknowledging Children's Right to Well-being & Citizenship...
...Towards a National Vision!*



November 18-20, 2021
ARCQE | 12th National Child Day Conference

**An opportunity to share knowledge and research
in many diverse fields of Early Education!**

Register online:

<https://arcqe.ca/professional-learnings/conference/>



CITIZENS OF THE WORLD

ARCQE 12th National Child Day Conference

Acknowledging Children's Right to Well-being & Citizenship... ...Towards a National Vision!

November 18th - 20th, 2021

Virtually Online

Greetings to those near and far...

In light of pan-Canadian discussions taking place across the country regarding a National Child Care System, ARCQE is pleased to announce our upcoming conference theme: **"Acknowledging Children's Right to Well-being & Citizenship...Towards a National Vision!"**

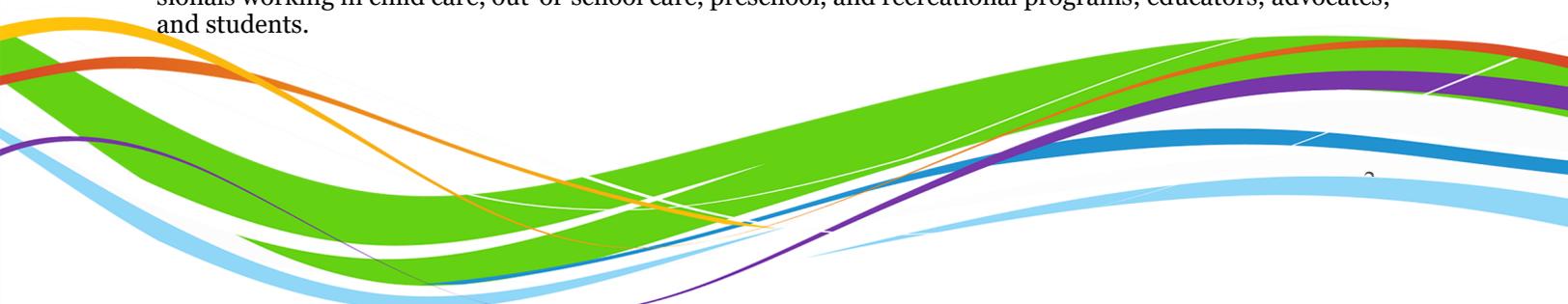
This year also marks the 30th anniversary of Canada's ratification of the United Nations Convention on the Rights of the Child. As we prepare to celebrate our country's commitment to upholding the rights of children, we reflect on the significance of recognizing children's rights as mighty learners and citizens. We invite you to join our event as we explore thought-provoking reflections, insights and pedagogical discussions honouring our future global citizens!

Relative to this year's format, while we are optimistic of pandemic restrictions beginning to ease, given the need to pre-plan amidst continued uncertainty of what the Fall may hold, ARCQE has decided once again proceed with a virtual format on the [Accelevents](#) platform which many of you participated on during last conference in February.

Looking forward- we embrace the opportunity to be in community with all of you as we celebrate National Child Day together November 18-20, 2021!



Who should attend? Administrators, providers & practitioners in family child care, early learning professionals working in child care, out-of-school care, preschool, and recreational programs; educators; advocates; and students.



Conference Overview

*Session recordings will be released at the date/time indicated below, with live session facilitation and discussions. **All recordings will be available for 30 days after the event ends.**

Day 1: Thursday, November 18th

Opening Keynote (9-10 am) – Karen Young:

Brain to Brain’ - The Neuroscience of Calm, Connection, and Regulation

Session A1 10:30-11:30 am	Session A2 12:00-1:00 pm	Session A3 1:30-2:30 pm
<p>Advocating for “Quality” Child Care through the Visual Arts</p> <p>Dr. Carolyn Bjartveit, Christina Tortorelli, Sophia Hamrell, Michaela Chronik, & Sujood Kharfan Mount Royal University</p>	<p>Iiko to tamapsi po'kaiksi/ Children Matter</p> <p>Dr. Carolyn Bjartveit, Therese Wiart Jenkinson, & Roy Bear Chief Mount Royal University</p>	<p>An integrated and holistic approach to fostering healthy development and well-being in children</p> <p>Dr. Valerie Carson University of Alberta</p>

Day 2: Friday, November 19th

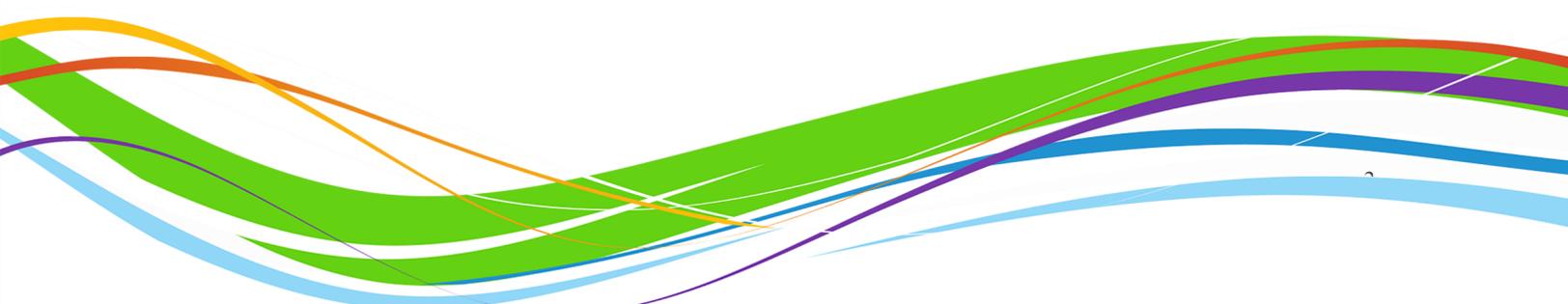
Session B1 9:00-10:00 am	Session B2 10:30-11:30 am	Session B3 12:00-1:00 pm	Session B4 1:30-2:30 pm
<p>Reflecting on the Rights and Responsibilities of Children as Citizens</p> <p>Dr. Diane Kashin Technology Rich Inquiry Based Research</p>	<p>Breaking the Aesthetic Code: A Fresh Perspective on Designing of Young Children’s Environments</p> <p>Dr. Sandra Duncan Nova Southeastern University</p>	<p>Is <i>Flight</i> for Everyone? Working and Thinking with a Rights-Based Curriculum Framework</p> <p>Dr. Tricia Lirette & Laura Woodman MacEwan University</p>	<p>Seen and Heard: An Exploration of Children's Rights in Adverse Times</p> <p>Jennifer Sibbald & Brittany Aamot MacEwan University</p>

Day 3: Saturday, November 20th

Session C1 9:00-10:00 am	Session C2 10:30-11:30 am	Session C3 12:00-1:00 pm
<p>Developing Citizenship in Early Childhood Settings</p> <p>Justin West and Matthew Sampson Peter Green Hall Children’s Centre, Halifax NS</p>	<p>Designing Heart-Centered Environments for Young Children</p> <p>Dr. Sandra Duncan Nova Southeastern University</p>	<p>Co-composing Spaces of Connection, Citizenship and Community: Finding a Sense of Place</p> <p>Laura Salau, Tanya Andrejas, & Nicole Pierce, Seneca College ECE Lab School, Toronto ON</p>

Closing Keynote (1:30-2:30 pm) – Don Geisbrecht:

A Conversation on Canada-wide Child Care...



Keynotes & Featured Speakers

Day 1 (Nov 18th)

Opening Keynote — *Brain to Brain' - The Neuroscience of Calm, Connection, and Regulation*

For anyone who works with children, the profound truth is that the brain state and emotional temperature of adults will directly impact the brain state and emotional temperature of the young people in their presence, for better or worse. Ultimately, this will potentially influence a young person's behaviour, capacity to learn, relationships, and brain architecture. As important as self-regulation is, it can be difficult to achieve at times. We are beautifully human, and along with our great strength and power to heal, calm, and connect, we also have our limits. We can't help but be impacted by everyday stressors from our own lives, as well as the demands of co-regulating the young people in our care, supporting them through their own pain-based responses, establishing boundaries and responding to challenging behaviour. In this workshop, we will discuss the neuroscience of self-regulation and co-regulation. We will also discuss practical, science-backed ways to gently collect ourselves and the young people in our care to a greater place of calm in challenging, stressful times.

Karen Young, BSc (Psych) (Hons), Master of Gestalt Therapy



Karen began her career practicing privately as a psychologist. She has lectured at post graduate level and is now a sought-after speaker and consultant, working with schools, government bodies, parent groups, and child and adolescent focused organisations

both in Australia and abroad to educate, build resources, implement procedures, and support the professional development of staff. Her expertise in the areas of child and adolescent anxiety, trauma, attachment, and neurodevelopment have led her to become a recognised industry expert and much sought after keynote speaker, both in Australia and abroad. She is regularly invited to comment by Australian and international media, including television and radio. Her recent projects include working with Plan International Australia to create resources for parents in response to the Australian bushfires and the COVID-19 pandemic.

Karen is the founder of '[Hey Sigmund](#)', an internationally popular online resource that attracts millions of readers each year. The website provides contemporary, research-driven

resources to support the mental wellness of children and adolescents. She is the author of three books, including the international bestseller 'Hey Warrior,' which creatively assist children, and the adults who care for them, to understand and manage anxiety. Her books have been translated into several languages and have sold more than 150,000 copies worldwide. Karen's books and website are used and recommended by educators and practitioners worldwide.

Karen considers herself very fortunate to be amongst a generation of researchers, educators, and practitioners who have been able to benefit from truly transformative developments in neuroscience and child development. This information has opened the way for us to better respond to the needs of all children and adolescents, and nurture their whole development in impactful and enduring ways.

Day 3 (Nov 20th)

Closing Keynote — *A Conversation on Canada-wide Child Care...*

With Canada's federal election now two months behind us—and arguably as one of the most important elections in the history of Canada's ELCC sector—join us for a conversation featuring a panel of speakers on what is happening across the country.

Don Geisbrecht is CEO of the Canadian Child Care Federation (CCCCF), Canada's largest member based early learning and child care organization. Prior to his current role as CEO, he was President of the CCCC Board of Directors from 2006-2012. He is currently a member of the federal government's Expert Panel on Early Learning and Child Care



Data and Research, the Province of BC's Childcare Sector Labour Market Partnership and of the Vanier Institute for the Family Canadian Military and Veteran Family Leadership Circle. He was the Chair of ARCQE, an expert panel member of the B.C. Universal Child Care Prototype Sites Selection Committee and a member of the Province of Manitoba's Early Learning and Child Care Commission. He is a past Board Executive Committee Member of the Child Care Human Resources Sector Council, served as the President of the Manitoba Child Care Association and was a member of the Federal Ministerial Advisory Committee on the Child Care Spaces Initiative. He was awarded the Queen Elizabeth II Diamond Jubilee Medal in recognition of his service on behalf of Canadian families in 2013.

*Session recordings will be released on Nov 18-20, 2021, with live session facilitation and discussions.
All recordings will be available for 30 days after the event ends.

Day 1 (Nov 18th) Sessions

A1: Advocating for “Quality” Child Care through the Visual Arts

The visual arts play a key role in quality Early Learning and Child Care (ELCC) and children have the right to develop multimodal literacies as they learn and grow. Art-based play activities should be ranked high in importance among academic disciplines. Students in the Department of Child Studies and Social Work at Mount Royal University will share their experiences of building a high functioning practicum team and advocating for art education through their work with children at the university’s childcare centre. Supported by two faculty members, the students completed a literature review on “quality childcare,” and designed and implemented an arts-based curriculum. The project produced learning materials for the post-secondary classroom, training for staff at the childcare centre, and art education for the community, interwoven with a virtual children’s art sale in support of the centre. An academic journal article based on the project has been written, with a strong advocacy message for the inclusion of arts-based curriculum as part of “quality” ELCC.

Presenters: Carolyn Bjartveit, PhD, is Assistant Professor in the Department of Child Studies and Social Work at Mount Royal University, Calgary. Her research is focused on the topics of teaching and learning and the complex intersections between the self (of students and educators) and the curriculum in culturally diverse early childhood education post-secondary classrooms.

Christina Tortorelli, MA, RSW is an Assistant Professor in Social Work and the Practicum Field Director for Social Work at Mount Royal University. She is

also a PhD student at the University of Calgary focusing on the resilience of foster caregivers. Chris has a strong interest in trans-disciplinary collaborative practice, innovation, simulation, trauma.

Sophia Hamrell, (she/her) is a graduate from Mount Royal University in the field of Social Work. She has successfully completed both research and field work in the community, using a strength-based approach to counsel and supporting vulnerable populations. Sophia has worked with a range of demographics spanning from those who have a mental health diagnosis, those experiencing homelessness, and at-risk youth. Her work focuses on advocating for clients using an anti-oppressive lens. She hopes to make a positive difference in the lives of others as she moves forward with her education.

Michaela Chronik, (she/her) finished her fourth year of university and will soon be graduating with a Bachelor’s Degree in Child Studies, majoring in Early Learning and Child Care. Michaela is currently working as a student-partner and research assistant involved with the design and delivery of international field schools. She hopes to have a career where she can educate others about the critical years of early childhood and the lasting impact they have throughout adulthood.

Sujood Kharfan, (she/her) will soon be graduating with a Bachelor’s Degree in Child Studies, majoring in Child and Youth Care Counselling, and a Minor in Sociology. Her different practicum and work experiences throughout the course of her degree have allowed for immense growth and interest in working alongside children, and youth. One of her goals include advocating for mental health awareness for children and youth. She also hopes to continue her education by completing a Master’s degree in Counselling Psychology.

A2: Iiko to tamapsi po’kaiksi/ Children Matter

In reference to the Truth and Reconciliation Commission’s Calls to Action (2015) for “governments to develop culturally appropriate early childhood education programs for Aboriginal families” (article 12, p. 2), we emphasize that all children matter and should see their ‘self’ reflected in flight: Alberta’s Early Learning and Child Care (ELCC) Framework (Makovichuk, Hewes, Lirette & Thomas, 2014). The document acknowledges that “curriculum meaning making in First Nations, Metis and Inuit communities has not been addressed” (p. ix), and we are asking why this is the case and how Indigenous voices, languages, histories, and cultures are currently being included in curriculum implementation across the province. In this session, we will share how collaborative work with Elder Roy Bear Chief, based on the Blackfoot narrative “Ani to pisi” and tipi teachings, is sparking dialogue, layering diverse cultural beliefs and practices, and offering hope in creating a more inclusive ELCC curriculum framework in Alberta.

Presenters: Carolyn Bjartveit, PhD (see Session A1 for presenter biography)

Therese Wiart Jenkinson, PhD candidate, is Assistant Professor in the Department of Child Studies and Social Work at Mount Royal University, Calgary. Her practice and research are focused on the topics of pedagogical leadership and pedagogical documentation.

Roy Bear Chief, MSW, is an Espoom taah or Helper within the Child Studies and Social Work department at Mount Royal University. Roy bridges his Blackfoot culture within the Child Studies and Social Work curriculum. He does guest lectures on issues relating to Child Welfare, Residential schools, policies, and legislations affecting Indigenous people. He is a residential school survivor.

*Session recordings will be released on Nov 18-20, 2021, with live session facilitation and discussions.
All recordings will be available for 30 days after the event ends.

Day 1 (Nov 18th) Sessions (cont'd)

A3: An integrated and holistic approach to fostering healthy development and well-being in children

This session will outline national and international guidelines and recommendations on key health behaviours that are associated with optimal physical, social-emotional, and cognitive development in early childhood. Additionally, evidence will be presented on important practices, environments, and policies in the childcare setting that can support these key health behaviours. Finally, high quality resources for childcare providers will also be highlighted.

Presenter: Valerie Carson, PhD is a behavioural epidemiologist in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. Her research primarily focuses on healthy development, measurement, and important factors related to physical activity, sedentary behaviour, and sleep in early childhood. She works with governments, public health agencies, pediatricians, child care providers, and parents to promote healthy physical activity, sedentary behaviour, and sleep habits that support optimal health throughout life. Of note, her work and leadership has directly contributed to national and international public health guidelines regarding these health behaviours in early childhood. The significant impact of her work on research, practice, and policy has recently been recognized through her 2020 induction into The College of New Scholars, Artists and Scientists of the Royal Society of Canada and a 2019 University of Alberta Killam Accelerator Research Award.

Day 2 (Nov 19th) Sessions

B1: Reflecting on the Rights and Responsibilities of Children as Citizens

The image of the child as a citizen is powerful when it becomes an opportunity to engage in reflection. While children's rights are human rights, they are technically not citizens in the true sense of the word. We can view children as citizens with rights and value, but citizenship also comes with responsibility. We have learned many lessons from the pandemic including the importance of relationships and service to others. By reflecting on rights, responsibilities, and citizenship we can consider how our reflections can be applied to practice. How can programming help children see themselves as contributing citizens of the world, as part of a community with rights and responsibilities? Join me to reflect on the view of the child as a citizen as it applies to practice!

Presenter: Dr. Diane Kashin is a registered early childhood educator who taught early childhood education at both the degree and the diploma level for over 30 years. Diane received a Bachelor of Honours Degree from York University, an Early Childhood Education Diploma from Seneca College and a Master of Education Degree from the Ontario Institute for Studies in Education. Diane's doctoral thesis on emergent curriculum was published in 2008 and she has co-written three ECE textbooks and a number of peer-reviewed articles. Diane is working on a new book contract with RedLeaf Press on critical friendship in early childhood education. Diane is the past president of the Association for Early Childhood Educators of Ontario and the current coordinator of the York Region Nature Collaborative. Diane's areas of interest include outdoor and nature play, loose parts, critical friendship, Reggio inspired practice and emergent cur-

riculum. Diane writes a blog to support professional learning in early childhood education: [Technology Rich Inquiry Based Research](#) and loves to engage in continuous professional learning face to face and through social media platforms like Facebook, Instagram and Twitter. Diane presents workshops and keynote addresses in Ontario, across Canada and internationally. Since May 2020, Diane has been presenting a multitude of webinars on a multitude of topics to educators across the globe.

B2: Breaking the Aesthetic Code: A Fresh Perspective on Designing of Young Children's Environments

Space speaks. It is a powerful regulator of behaviors including how we act, talk, and even on our health and well-being. Learn about how the traditional aesthetic code of design may be negatively impacting young children's environments, what positive actions you can take to break this powerful influence on young children, and easy-to-implement ideas for gaining a fresh perspective on playroom design.

Presenter: Working to assure the miracle and magic of childhood through indoor and outdoor classroom environments that are intentionally designed to connect young children to their classrooms, communities, and neighborhoods, **Dr. Sandra Duncan** is an international consultant, author of six books focused on the environmental design of early childhood classrooms, designer of two furniture collections called Sense of Place and Sense of Place for Wee Ones, and adjunct faculty at Nova Southeastern University. Sandra is eternally grateful for the many opportunities she has experienced to transform hundreds of early childhood environments into extraordinary inspiring places for children to be. . . and, become their very best.

*Session recordings will be released on Nov 18-20, 2021, with live session facilitation and discussions.
All recordings will be available for 30 days after the event ends.

Day 2 (Nov 19th) Sessions (cont'd)

B3: Is *Flight* for Everyone? Working and Thinking with a Rights-Based Curriculum Framework

Flight: Alberta's Early Learning and Care Framework offers educators an opportunity to consider their work with children and families from a socio-cultural and rights-based lens. A question we often hear from educators and directors is can we work with *Flight* in our specific program and community, with our local children and families? Is *Flight* for everyone? Come and explore this question and hear what educators are telling us about what taking up *Flight* in their diverse programs has meant for their practice, curriculum explorations, and relationships. Bring your questions about getting started with *Flight* and sustaining it in practice.

Presenters: **Dr. Tricia Lirette** was a long-time faculty member at MacEwan University and held the position of Department Chair of Human Service and Early Learning until her retirement. She continues to be an investigator on the research team that wrote and researched *Flight* focusing now on exploring the professional learning required to think with *Flight* in daily practice.

Laura (Armstrong) Woodman, BCYC, has been working with children and early learning professionals for over a decade, emphasizing play and professional learning. She is currently completing her Master's thesis on quality and longevity in Alberta day homes and is also a member of the MacEwan *Flight* research team.

B4: Seen and Heard: An Exploration of Children's Rights in Adverse Times

Over the past year, safety restrictions and guidelines further limited children's choices and experiences. We wondered about opportunities for community building with a cohort system? How would we foster children's well-being with distance and masks? In what ways do we advocate for a child's citizenship within a new normal? In this session, we will discuss Early Learning at MacEwan (ELM)'s exploration of children's rights in adverse times and how it continues to influence our hope for children's rights in the future.

Presenters: **Brittany Aamot** is ELM's Senior Manager. She is entering her eleventh year in early learning and has spent time learning alongside children ages 18 months – 6 years. Brittany is a graduate student at Royal Roads University in the Master of Arts in Leadership program and is passionate about leading/creating early learning communities rooted in children's rights recognizing all children as mighty learners and citizens.

Jennifer Sibbald is the Family and Community Liaison for ELM and has been in the field of early learning and child care for over 10 years. She is currently pursuing a Master of Arts in Innovative Early Childhood Education from the University of Colorado. Jennifer values the pursuit of lifelong learning.

Noah Kenneally completed his PhD in Social Justice Education at the Ontario Institute for Studies in Education at the University of Toronto, and taught at Ryerson University in the School of Early Childhood Studies. His research interests include children's perspectives of social life, their active involvement in socialization processes, and children's rights.

Day 3 (Nov 20th) Sessions

C1: Developing Citizenship in Early Childhood Settings

In this session we will discuss examples of working with children to nurture their participation in curriculum development and learning environment design. We will also discuss examples of including the educators experience as a co-creator with children.

Presenters: **Justin West** is an instructor at Nova Scotia Community College in the Afrocentric Early Childhood Education diploma program. He has been in the profession of early childhood education for 20 years. A graduate from Humber College where he received his early childhood education diploma. He completed a B.F.A from NSCAD University and Master's degree in Art Education from Boston University. In 2013 Justin received the Prime Minister's Award of Excellence in Early Childhood Education. Justin infuses creative expression into his daily practice with children and ECE students.

Matthew Sampson, who has worked in the field of early childhood education for 20 years, recently graduated with a Master's degree in Child and Youth Study from Mount Saint Vincent University. In 2018, Matthew was the recipient of the Prime Minister's Award of Excellence in Early Childhood Education. He also co-authored "Zombie World: Boys Invent a Culture in Their After-School Program" a chapter in Carol Anne Wien's book *The Power of Emergent Curriculum: Stories from Early Childhood Settings* (2014). Most of Matthew's experience comes from Peter Green Hall Children's Centre where he worked with children from 4 months to 12 years old, learning and developing his practice in emergent curriculum.

*Session recordings will be released on Nov 18-20, 2021, with live session facilitation and discussions.
All recordings will be available for 30 days after the event ends.

Day 3 (Nov 20th) Sessions (cont'd)

C2: Designing Heart-Centered Environments for Young Children

Designing playrooms for young children can be staggeringly complex. Every space is different, so there is no one-size-fits-all model. Not only do children's playrooms differ in size, shape, and amenities, but they also are unique because of those who inhabit the space. This presentation introduces 3 approaches for designing heart-centered environments: (1) biophilic; (2) empathic; and, (3) metamorphic. Participants will walk away with three basic strategies for easy-to-implement ideas for playroom design.

Presenter: Dr. Sandra Duncan
(see Session B2 for presenter biography)

C3: Co-composing Spaces of Connection, Citizenship and Community: Finding a Sense of Place

What becomes possible when we walk alongside children in relationship as active and equal citizens of classroom communities?

Living well together in community with children, families and one another is a value educators at the Seneca ECE Lab School hold close. With conscious heart and mind, the intention of creating spaces where we live well with children, evokes a sense of place grounded in care, wellbeing and belonging; places and spaces of connection, citizenship and community.

How might citizenship look and feel if we place our hearts as the guiding compass?

What might it look like, feel like, to find a sense of place, a place to choose to be-

long?

Through stories and pedagogical documentation, educators will share how our commitment to these values live as the heartbeat and foundation of our school, and the beauty and magic these pedagogies may evoke.

For more information on the Seneca ECE Lab School please visit <http://senecaecelabschool.ca>

Presenters: Laura Salau, RECE, Lab School Educator, began her journey at Seneca ECE Lab School over 20 years ago. She has had opportunity to work with many children, families, students and influential educators throughout the years; which in turn has transformed her pedagogical philosophy and continuous journey of learning. She lives each day with intent; reminding herself to slow down, listen and notice. Cultivating spaces for children to be in relation with the environment, the earth and others is what guides her daily practice and pedagogical values.

Tanya Andrejas, RECE, BA, MA, Lab School Pedagogical Leader/Director, began her journey in the field of ECE over 25 years ago as a student teacher placed in the Lab School. She fell in love with the philosophy, ways of being and knew it was a place she wanted to continue to grow, live and learn with. She has been blessed to work in all our classrooms, was a parttime faculty member in our school of ECE and recently took on the role as pedagogical leader and director in 2017. She was the proud recipient of the 2017 Prime Minister's Award in Excellence in Teaching and Learning. She is passionate about all things ECE, honoring and living our pedagogical commitments, both in her work and how she choose to live her life. She is committed to lifelong learning, reflective practice and engaging in pedagogical dialogues and practices that inspire change.

Nicole Pierce, RECE, BA, Lab School Educator, was honoured to join the team at the Seneca ECE Lab School over 8 years ago. Since starting here it has become her home. She believes in creating environments as sanctuary for learning, beyond the rules that society places on what it means to be a child or teacher. A place where we all can truly flourish and have the time, space and respect we need to truly learn and be ourselves. She has a passion for co-learning with the children, researching how they think, test, and create meaning in the world around them. Through slowing down, and making time to think deeply about the moments we share together, her own pedagogical and philosophical views of not only ECE but living together in the world are transformed, reformed and become the way she lives her life.



*Session recordings will be released on Nov 18-20, 2021, with live session facilitation and discussions.
All recordings will be available for 30 days after the event ends.

Conference Rates

	Early Bird (Sep 7-Oct 15, 2021)	Regular (Oct 16-Nov 12, 2021)
Individual:	\$125+GST	\$175+GST
Individual—PTL Cardholder:	\$100+GST	\$140+GST
Group of 5: (Buy 4 and get the 5th half price)	\$562.50+GST	\$787.50+GST
Group of 10: (Buy 9 and get the 10th free)	\$1,125+GST	\$1,575+GST

Fees include: Access to 3-day full session offerings with 30 days access to recordings, virtual exhibitors, lounges, networking, Q&As, and digital certificate of completion.

PTL Program Information

Not a PTL cardholder? You can join our PTL program and be eligible for conference discounted rates quickly and easily. Visit <http://arcqe.ca/ptl-information/> for more information and online application.

Registration

All registration MUST be completed online at <https://arcqe.ca/professional-learnings/conference/>

Registration is based on a **first come, first serve** basis and **subject to capacity**. In order to avoid disappointment please register early. ARCQE reserves the right to restrict enrollment or to cancel any activity for which there is insufficient registration. We will make every effort to inform you prior to the start date.

Early Bird Registration Deadline: 5 PM Mountain Time, Friday, October 15, 2021

Registration Deadline: 5 PM Mountain Time, Friday, November 12, 2021

Payment options

Online with MasterCard, Visa, at: <https://arcqe.ca/professional-learnings/conference/>

**We only authorize Visa and MasterCard payments online.*

Register Early for a Chance to Win a FREE iPad!

With this year marks the 30th anniversary of Canada's ratification of the UN Convention on the Rights of the Child, we are celebrating by way of a special draw for an iPad intended to guide educator practice relating to children's learning and exploration through use of digital applications (i.e. supporting documentation, observation & reflection, developing learning stories). Everyone who has registered by the Early Bird deadline **5 PM Mountain Time, October 15, 2021** will be automatically entered into a drawing to win a **FREE Apple iPad 32Gb with Wi-Fi!** The winner will be drawn at random and announced at the closing celebration on Day 3 of the conference, also on [ARCQE's website](#) and [Facebook page](#) later.



We invite you to join us and possibly win this awesome prize along the way!

Cancellation and Refund Policy

Registration fees, less a \$50 processing fee per transaction, will be refunded if a cancellation request is received **in writing** by **5 PM Mountain Time on Friday, October 15, 2021**. **After this date, registration fees are non-refundable.** Non-attendance does not constitute notice of withdrawal.

If you have registered for the conference but are unable to attend and wish to have someone else attend in your place, please contact the ARCQE office by **5 PM Mountain Time on Friday, November 12, 2021** to give us time to update registration lists. If we have not received notification by the above deadline, we cannot accommodate delegate replacements during the days of conference.

Use of Personal Information and Registration Information

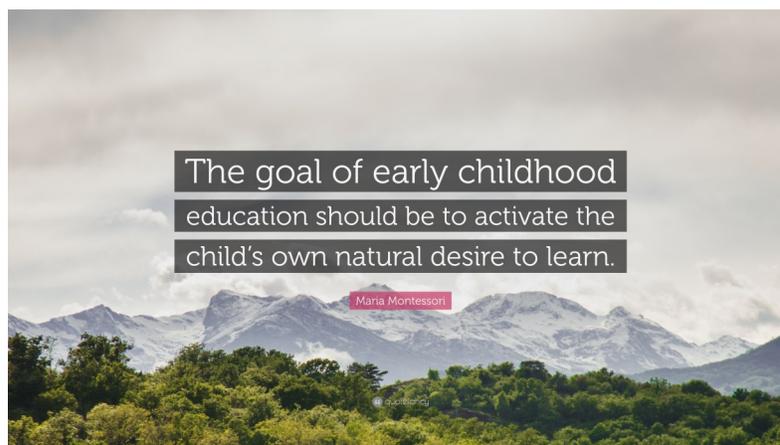
ARCQE is committed to data privacy and protecting your personal information. By registering for the Conference and submitting your email address during the event registration process, you agree that ARCQE and its Conference partners may send you Conference related information. A valid email address is required for all registrations. ARCQE collects the information you have entered during registration in order to provide you with access to the Conference platform and materials for your use during and after the Conference for which you have registered, and for administering participation in this Conference. This may include information about the Conference's content, event logistics, payment, updates, and additional information related to the Conference.

By registering for the Conference, you consent and agree that

- (i) ARCQE may use this information to draw door prizes; and
- (ii) ARCQE may use this information to provide you with communications about products and services related to the subject and may provide this information to its Conference partners, including Conference sponsors/exhibitors and third-party service providers engaged by ARCQE to assist in the delivery of the Conference (e.g., virtual platform provider), who may use this information to send communications to you; and
- (iii) this information ARCQE may be shared with those parties, and the treatment of such information is further subject to the privacy policies of those parties.

You may withdraw consent, request to review or revise information we retain about you by contacting ARCQE at info@arcqe.ca. Should you choose to have your consent withdrawn, please note you will then be ineligible for door prize draws provided for registrants by Conference partners. Except as described herein, ARCQE will not disclose an registrant's personal data to any other third party without your consent except where required to do so by law.

The above provisions are included as part of our registration process to ensure that your registration for the Conference is within the guidelines of international data protection laws. Completion of the online registration acknowledges your consent and agreement with the above provisions.



PD Funding Information

Professional Development (PD) Funding is available to eligible registrants to cover the cost of ARCQE conference registration, up to **\$500/year for all Early Childhood Educators certified as Level 1, 2 or 3.**

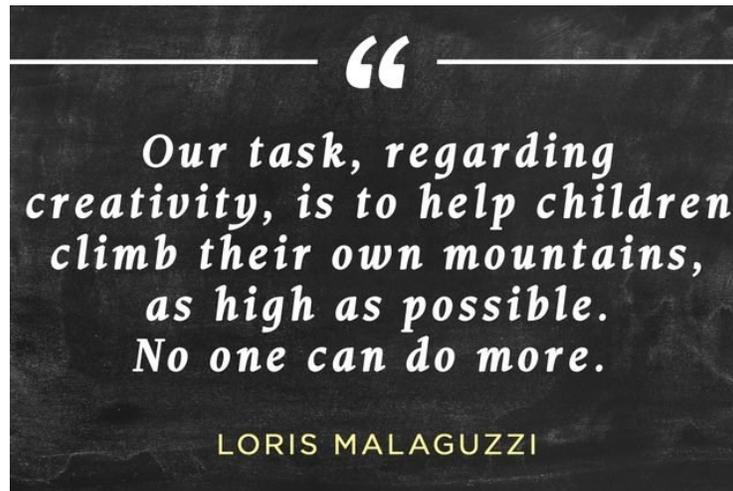
PD funding access has been expanded to all certified staff working in licensed child care programs, including **ECEs working in preschool programs**, and **day home providers** working in licensed family day home agencies.

Release time is now also available to ECEs so they can be paid while attending approved conferences; ECEs attending approved conferences are eligible to receive \$17.50 per hour (up to 45 hours per fiscal year).

The updated [Alberta Child Care Grant Funding Guide](#) outlines the eligibility and steps needed in order to obtain PD funding. All applications and questions regarding the new Alberta Child Care Grant Funding can be directed to:

Alberta Child Care Grant Funding Program
Sterling Place, 9940 – 106 Street
Edmonton, AB T5K 2N2
Fax: 780-427-1258
For further information call 1-800-661-9754
Email: cs.childcarefunding@gov.ab.ca

We **strongly encourage those interested in attending and planning on accessing PD funds to submit PD applications as early as possible, as **funding might be depleted** prior to application deadline.*



We hope to see you online on *November 18th - 20th, 2021!*

Register online at <https://arcqe.ca/professional-learning/conference/> today!

