Professional Learning ARCQE

ARCQE

Professional Learning Catalogue

2026–2027



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Welcome

ARCQE's Professional Learning aligns with high-quality standards, reflects current research, and is responsive to the needs of those working in early learning and child care.

With a focus on topics relevant to the field, these offerings provide opportunities for reflection, professional growth, and the development of knowledge and practice to support children and families.

ARCQE, together with colleagues and partners, has reviewed and redesigned available sessions and now introduces several new offerings!

Funding support available as part of the Ministry of Education and Childcare.

Some of the offerings listed in this catalogue are eligible for Professional Development (PD) and Release Time Funding (RTF). Review current PD and RTF information on the Alberta Child Care Grant Funding Program site page. Please submit all funding applications through the Ministry's official process. ARCQE does not process, administer, or approve PD or RTF.

QR: Alberta Child Care Grant Funding Program

If you have questions about ARCQE's Professional Learning sessions, reach out!

info@arcqe.ca
780-421-4930 / 1-866-429-4930

Choose Your Learning Path

Learn your way! Professional Learning offerings are facilitated through E-Learning or Custom Site-Specific formats, unless otherwise specified. Both formats are scheduled and coordinated by ARCQE's Professional Learning Administrator.

If you don't see a session you're looking for,
*please **email Allison at allisonc@arcqe.ca** for assistance.*

Sessions vary in length, ranging from 3 to 12 hours, depending on the professional learning topics.

E-Learning

Engage in facilitated virtual sessions that invite reflection and discovery as you explore a specific topic alongside other like-minded professionals. E-Learning sessions are posted on our Professional Learning site page. While registration is individual, many participants choose to register alongside coworkers or as a team to enrich discussion and shared learning.

QR: Professional Learning page

Custom Site-Specific

Collaborate with an ARCQE facilitator to co-create a learning experience tailored to your program's needs, including your choice of topic, length, and delivery format (in-person or virtual). To get started, complete the Request Form on our Custom Site-Specific site page, and our Professional Learning Administrator will coordinate the details with you.

Custom site-specific consultation upon request.
Add our phone number **780-421-4930**

QR: Custom Site-Specific Request Form

ARCQE's Learning Categories

01

Child Development

Explore a diverse range of approaches to child development. With a focus on reflective practice, you will investigate ways of approaching child development through meaning-making, connections, and strength-based perspectives, while supporting each child's unique growth and learning.

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02

Equity, Diversity & Inclusion

Expand your insight and understanding of inclusive and equitable learning environments. Learn to broaden your awareness of culturally responsive practices and promote diversity, ensuring every child's unique identity is respected and supported.

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03

Programming & Curriculum

Bring intention to the activities and provocations you provide for the children in your care by exploring different ways to observe, document, and reflect on their perspectives and experiences. Cultivate a richer understanding of current research, build positive relationships and explore new ways to support children in your programming.

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Quality Enhancement

Gain insightful strategies to foster strong relationships and create safe, nurturing environments for all children. Early childhood educators and programs striving for high quality are supported in engaging in self-reflection and making intentional decisions that drive sustainable, positive change.

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01 Child Development

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Using Developmental Questionnaires in Practice 3 PARTS 10

SESSION | 1 PART

Beyond Behaviour: Seeking Connection, Observation, & Care

Transform Behaviour into Understanding with a Strength-Based Approach

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

In this session, you will explore how behaviour is a form of communication, and how connection, safety, and empathy can transform your approach. Unpack practical strategies, meaningful reflection, and tools to strengthen your responsive, relationship-based practice.

> *What if we stopped asking "How do I stop this behaviour?" and started asking "What is this child seeking?"*

LEARNING OUTCOMES

Participants will:

- Reflect on behaviour as communication
- Learn connection-based, responsive strategies
- Practice co-regulation tools
- Reframe traditional behaviour "management"
- Leave with one relationship-focused action plan

SESSION | 1 PART

Supporting Children's Learning Around Language and Literacy

Embrace Diversity and Strengthen Family Connections

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

This learning opportunity is designed to help early childhood educators deepen their understanding of how young children develop language and literacy. With a focus on inclusive practices and supporting diverse abilities, this session will explore practical programming ideas to foster children's growth within their learning environments. Consider how diverse backgrounds influence how children and families understand and develop language and literacy.

LEARNING OUTCOMES

Participants will:

- Discover how environmental factors influence language and literacy learning in young children
- Reflect on strategies to enhance your practice and better support children's language and literacy skills
- Explore ways to engage and collaborate with families to support children
- Learn about ways to incorporate culturally responsive practice into relationship-building with children and their families

SERIES | 6 PARTS

Building Resiliency in Young Children Series: RIRO: Reaching In, Reaching Out

Tools to Nurture Emotional Strength and Coping Skills in Young Children

AT A GLANCE

TOTAL TIME
13.5 hours

FORMAT
Two specialized PD days or six sessions of 2.25 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

Reaching In, Reaching Out (RIRO) is a professional learning series designed to guide development of resiliency skills in young children from birth to seven years. RIRO strategies focus on laying a strong foundation of thinking and coping skills that nurture resilience for both educators in their work "with" children and also through strategies intentionally introduced to children. RIRO teaches the "3Rs of Resilience" skills to help: Relax, Reflect and Respond effectively to life's challenges.

RIRO training gives professionals skills and theory to support a relationship-based reflective practice and provides a framework for creating a "culture of resilience" in programs serving young children.

GOOD TO KNOW

ARCQE is one of the approved organizations to deliver RIRO. Consisting of 13.5 hours of content in six parts, the program is flexible and can be successfully delivered through a series of modules designed to meet local needs. It can be delivered in two specialized PD days or six 2.25-hour sessions.

LEARNING OUTCOMES

Resiliency skills help adults and children develop several critical abilities associated with resilience:

- Being in charge of our emotions
- Controlling our impulses
- Analyzing the cause of problems
- Empathizing with others
- Believing in our competence
- Maintaining realistic optimism
- Reaching out to others and opportunities

PARTS IN THIS SERIES

1 2 3 — 2.25 HOURS EACH

Parts 1–3 help adults build their own foundation of the critical resiliency abilities described above. Participants learn resiliency skills they can model with children and families.

Specifically, they learn to:

- Identify and strengthen critical abilities associated with resilience
- Use strategies to stay calm and focused in stressful times
- Identify how their thoughts can affect their ability to cope with stress and challenges
- Challenge thinking habits that hinder resilience
- Generate alternative ways to handle conflict, problems and stress

4 5 6 — 2.25 HOURS EACH

In Parts 4–6, participants learn to apply the skills with children.

They learn to:

- Model the skills and foster resilience in the children around them
- Use their resiliency skills to increase their understanding of children's behaviour
- Incorporate resiliency skills into their work setting by using child-friendly approaches such as children's literature, puppets, and play-based activities

SERIES | 3 PARTS | NEW OFFERING

Circle of Care

Place Family Engagement at the Heart of Quality Early Learning

AT A GLANCE

TOTAL TIME
6 hours, delivered in three sessions over several weeks

DELIVERY
In-person only

ABOUT THIS SERIES

Circle of Care is a three-part series designed to strengthen meaningful partnerships between educators and families. Rooted in Alberta's Flight Framework and the PolicyWise Spark Guide, this series supports educators to build trust, communicate intentionally, and create shared learning experiences that honour families as essential partners in children's development.

LEARNING OUTCOMES

Participants will:

- Strengthen family and educator relationships through intentional communication
- Explore family engagement as a shared responsibility and leadership practice
- Reflect on current family engagement practices and adapt strategies to meet diverse family needs
- Use observation and feedback tools to evaluate impact and support continuous improvement

PARTS IN THIS SERIES

1 · PART 1 · EDUCATORS
Foundations for Connection

2 HOURS

Educators will explore their own working styles through guided exercises and the creation of a personal communication profile. They will deepen their understanding of developmental domains and clarify personal growth goals related to family engagement. Through hands-on scenarios, participants will practice communication strategies in preparation for working directly with families in part two of this series.

2 · PART 2 · EDUCATORS & FAMILIES
Connection in Action

2 HOURS

Educators facilitate interactive experiences with families and children, drawing on developmental domains, within their own programs. This session provides opportunities to practice new skills, lead meaningful conversations about children's learning as it unfolds, and build authentic relationships in a familiar setting. Families leave with activities they can replicate at home and a greater understanding of how children develop through play. This supports a shared understanding of how provocations and planning occur by educators in their child care spaces creating more opportunities for engagement.

3 · PART 3 · EDUCATORS
Reflecting on Connection

2 HOURS

Educators gather to reflect on and strengthen caring partnerships with families. Through guided reflection and discussion, educators explore family-centred relationships, culturally responsive practice, and how daily routines, environments, and communication honour families. This session supports educators to intentionally build trusting partnerships beyond the series.

SERIES | 3 PARTS | NEW OFFERING

Using Developmental Questionnaires in Practice

Guide Responsive Practice Through Reflection and Family Collaboration

AT A GLANCE

TOTAL TIME
6 hours (three 2-hour sessions)

FORMAT
Take the entire series, or any session on its own

PREREQUISITE
Previous experience using ASQ Questionnaires

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

Families complete questionnaires that offer a snapshot of their child's growth. Child care professionals bring this information to life by weaving it into everyday observations, engaging in meaningful dialogue with families, and connecting them to resources when needed. These sessions invite educators to strengthen responsive practice, nurture family partnerships, and build confident pathways of support.

PARTS IN THIS SERIES

1

PART 1

Seeing the Whole Child: Using Questionnaires to Support and Inform Daily Practice

2 HOURS

Participants will:

- Explore how information collected from developmental questionnaires can support understanding of each child's growth and unique learning needs
- Connect questionnaire responses with everyday observations and children's play
- Recognize the importance of family voices, values, and cultural perspectives in developmental conversations
- Build confidence in using questionnaires as one tool within a broader picture of practice

What to expect:

- Position developmental questionnaires as a starting point for reflection, not a checklist or assessment of the child
- Invite educators to examine how their image of the child influences how questionnaire information is interpreted
- Use real-life scenarios to explore how questionnaire insights can inform responsive environments, materials, and daily interactions
- Engage participants in discussion and reflection using interactive tools (polls, word clouds, breakout conversations)
- Support educators to integrate questionnaire information alongside professional judgment, observation, and family knowledge

2

PART 2

Communicating with Care: Building Trust Through Family Conversations

2 HOURS

Participants will:

- Use strength-based approaches when discussing information with families
- Create supportive communication tools that invite collaboration and a continuum of support between home and child care (i.e. letters, follow-up notes, handouts)
- Build skills for navigating sensitive conversations with empathy and openness
- Foster partnerships where families and educators work together to support each child's well-being

What to expect:

- Explore common questions and concerns educators have when preparing for developmental conversations with families
- Reflect on how language, tone, and timing can either build trust or create barriers
- Emphasize culturally responsive communication that honours family values, lived experiences, and ways of knowing
- Provide opportunities for participants to practice reframing conversations using strength-based, relational approaches
- Encourage shared problem-solving and collaboration instead of "delivering information" to families

3

PART 3

Moving Forward Together: Linking Families to Resources and Community

2 HOURS

Participants will:

- Consider ways to sustain knowledge gained from questionnaire aligned with practice that reflects your program context (digital, paper, or blended)
- Integrate family responses with educator observations to guide environments and decisions
- Explore where to find referral pathways, community services, and professional supports for families
- Promote a collaborative culture where educators, families, and communities walk alongside one another to help children thrive

What to expect:

- Support educators and leaders to think critically about how developmental information lives within their program over time
- Explore the educator's role in walking alongside families when additional supports may be helpful, without positioning referrals as a "handoff"
- Discuss ethical, relational, and professional considerations when linking families to resources

02 Equity, Diversity & Inclusion

Expand your insight and understanding of inclusive and equitable learning environments. Learn to broaden your awareness of culturally responsive practices and promote diversity, ensuring every child's unique identity is respected and supported.



IN THIS SECTION

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Meeting the Challenge 3 PARTS 15

SESSION | 1 PART

Environment as the Third Teacher: Creating Responsive Environments in ELCC Settings

Create Inspiring Environments that Foster Curiosity and Collaboration

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Take part in learning how to thoughtfully create responsive environments that continue to invite, provoke, and enhance learning. Support and encourage communication, collaboration, and inquiry.

> *"There are three teachers of children: adults, other children, and their physical environment."*
>
> Loris Malaguzzi, founder of the Reggio Emilia approach

LEARNING OUTCOMES

Participants will:

- Unpack the concept of the environment as the "third teacher" and its role in shaping children's learning experiences
- Explore the key elements of responsive environments that support active engagement and exploration
- Gain practical ideas and insights for creating spaces that provoke curiosity and encourage meaningful interactions
- Learn how to reflect on your environments and collaborate with children, families and colleagues so that you can continue to be responsive to children's needs and interests

SERIES | 2 PARTS

Inclusive Practice in Early Learning and Child Care

A two-part series focused on belonging, meaningful participation, and responsive support.

AT A GLANCE

TOTAL TIME
5 hours (2.5 hours per session)

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

Inclusion is created through relationships, environments, and choices. In this two-part series, educators will explore how their beliefs about children influence experiences of belonging and participation. Educators will reflect on communication, behaviour, relationships, transitions, sensory experiences, family knowledge, and responsive environments. The sessions provide information and tools that can be used across different ages and child care settings.

LEARNING OUTCOMES

Participants will:

- Reflect on how their image of the child, beliefs, and assumptions influence their practice
- Recognize different ways children communicate and participate
- Identify conditions within relationships, environments, routines, and expectations that support or limit participation
- Observe and revisit the effect of changes made in practice

SESSION 1 PART

Indigenous Foundational Knowledge for Early Learning Educators

Explore & Reflect: Integrating Indigenous Knowledge in Early Years

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

In this transformative session, you will gain a foundational understanding of Canada's Indigenous Peoples and confront some of the difficult truths about our nation's past. Through mindful listening, self-reflection, and interactive activities, explore how these historical realities continue to shape the present. You will learn how you play a key role in advancing Reconciliation, and how to bring this knowledge into your work with children and families, creating spaces for healing, understanding, and meaningful change.

LEARNING OUTCOMES

Participants will:

- Reflect on their own current practice and experience
- Create a list of engaging activities for implementing in your own classrooms; daily, weekly, and yearly
- Review important information to inform current practice
- Plan an activity to be used in your classroom following this learning event
- Discuss considerations when working with Indigenous families

SESSION 1 PART

Listening to Children: Honouring Children's Voices in Their Fullness

Amplify Children's Voices: Strategies for Meaningful Listening and Engagement

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Listening to children is key to understanding and embracing their emotions, needs, and aspirations for a healthy and engaging early learning experience. When educators actively listen, children feel seen and heard, and their thoughts, ideas, and feelings are valued as essential contributors to their communities and learning environments.

This learning opportunity invites participants to reflect on the image of the child as well as their role in listening in building strong, supportive relationships between children and educators. You will explore practical, hands-on strategies and resources to enhance these connections, ensuring children's voices are authentically honoured.

> ***Article 12 · Respect for Children's Views: "Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously."***
> ***Article 13 · Sharing Thoughts Freely: "Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people."***
>
> Articles 12 and 13 of the United Nations Children's Version of the Convention on the Rights of the Child

LEARNING OUTCOMES

Participants will:

- Reflect on how the image of the child connects to the educator's role in what listening looks like in practice
- Explore practical strategies and resources that support meaningful connections with children
- Understand observation as a powerful way of listening to children
- Learn how to make children's voices visible in learning environments and curriculum planning

SERIES | 3 PARTS

Meeting the Challenge

Focus on Working with Challenging Behaviours

AT A GLANCE

TOTAL TIME
9 hours (three 3-hour sessions)

DEVELOPED BY
Canadian Child Care Federation

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

This Canadian Child Care Federation series is divided into three 3-hour sessions and is recommended to be offered intermittently to enable participants an opportunity to internalize information and apply it to practice between sessions. In determining the delivery method of these sessions, it is important that the process of delivery for the three sessions be determined based on the level of education and experience of participants.

LEARNING OUTCOMES

Participants will:

- Explore the whys and wherefores of children's behaviour
- Identify strategies that prevent or minimize challenging behaviours
- Recognize anxiety and other early warning signs of challenging behaviours
- Develop, implement and evaluate a plan of action for coping with challenging behaviours
- Work with parents as partners around challenging behaviours

PARTS IN THIS SERIES

1 PART 1 — 3 HOURS

Session One will focus on exploring the whys and wherefores of children's behaviour, understanding what children may gain from challenging behaviour and your role in assessing the function that challenging behaviour plays and examining the effects that challenging behaviour may have on the other children in the program and on the practitioners.

2 PART 2 — 3 HOURS

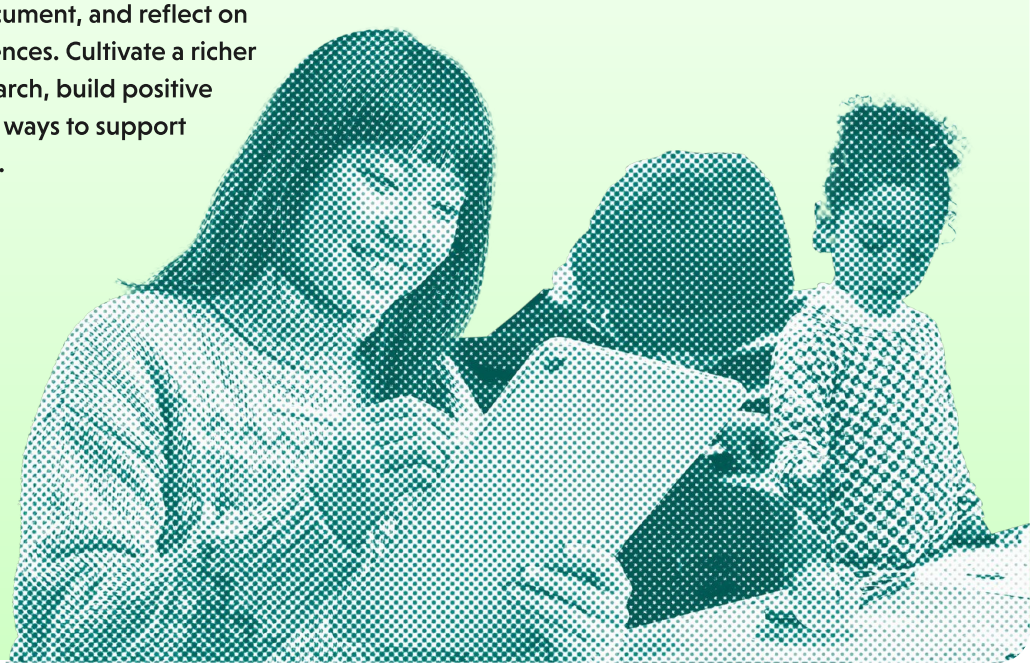
Session Two will identify strategies that prevent or minimize challenging behaviours, recognize anxiety and other early warning signs of challenging behaviours, and examine and where necessary, change the practitioner's approach to challenging behaviour. It will also establish how to use observation techniques to gain more information about challenging behaviour.

3 PART 3 — 3 HOURS

Session Three will identify appropriate behaviour strategies, and how to develop, implement and evaluate a plan of action for coping with challenging behaviours, including determining when outside intervention is necessary. In this session, we will focus on working with parents as partners around challenging behaviours, help other children and their parents cope with challenging behaviour, and reflect on your professional practice, practice of relationships and as it relates to challenging behaviour.

03 Programming & Curriculum

Bring intention to the activities and provocations you provide for the children in your care by exploring different ways to observe, document, and reflect on their perspectives and experiences. Cultivate a richer understanding of current research, build positive relationships and explore new ways to support children in your programming.



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SESSION | 1 PART

Back to Nature: Cultivating Connections & Co-Imagining Our Relationship with the Natural World

Reimagining outdoor learning through relationship, curiosity, agency, and a deeper sense of belonging to place.

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

This session invites educators to slow down, notice, and reconsider how children experience and build relationships with the natural world. Together, we will explore children as capable, curious co-learners and consider how outdoor environments can create conditions for wonder, agency, creativity, collaboration, inquiry, and appropriate risk.

Through reflection, discussion, and practical examples, participants will examine how our image of the child, perceptions of risk, adult assumptions, and the environments we create can influence children's outdoor experiences. We will explore the shift from teaching about nature to learning with the Land, and consider how educators can follow children's curiosities, revisit emerging ideas, and weave outdoor pedagogy into everyday curriculum and practice.

> *What becomes possible when we move beyond thinking of the outdoors as simply a space for play and begin to see it as a place for relationship, inquiry, belonging, and discovery?*

LEARNING OUTCOMES

Participants will:

- Explore the importance of children's relationships and connections with the natural world, Land, and place.
- Examine how viewing children as capable, curious, and active participants can influence outdoor pedagogy and practice.
- Identify characteristics of meaningful outdoor learning through play, exploration, inquiry, discovery, and relationship.
- Reflect on how adult assumptions, perceptions of risk, routines, weather, mess, supervision, and access can shape outdoor possibilities.
- Explore ways to create outdoor environments that invite curiosity, creativity, collaboration, agency, investigation, and appropriate challenge.
- Consider how educators can listen to and follow children's questions, interests, theories, and relationships with place.
- Develop strategies for extending and revisiting children's outdoor inquiries without taking ownership of their learning.
- Connect outdoor pedagogy to Flight's principles of wonder, patterns and relationships, responsibility and care, participation, and agency.
- Identify practical ways to weave nature-based learning and relationships with place into everyday curriculum and pedagogical practice.
- Consider small, meaningful shifts they can make in their own outdoor environments and practices.

SESSION 1 PART

Creating Smooth Transitions with Young Children

Fostering Relationships Through Meaningful Routines

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Explore how working through a practice of relationships and building on your image of the child supports the routines and activities scheduled into a child's day. Consider how the environment and careful observations of children can support their understanding of the world, and how these can create positive early learning experiences for children. You will learn strategies to ensure that transitions become an unhurried and less stressful learning adventure by defining transitions, including why they are important, and how they can support children and educators.

LEARNING OUTCOMES

Participants will:

- Identify key components and factors in programs and environments
- Define transition procedures and reflect on children's best interests
- Discover strategies for creating smooth transitions
- Develop tools to build capacity in decision-making and creating responsive environments that support children and their emotional regulation

SESSION 1 PART

The Power of Learning Stories: Capture Moments of Wonder

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

By using Learning Stories as a means of gathering children's thoughts and learning, educators can support meaning-making moments through regular review of the gathered information.

Come learn how to capture the "ordinary moments" that reveal the "extraordinary" and powerful moments of wonder taking place every day with young children!

> ***"Documentation invites teachers to carefully and deliberately gather the children's stories and their own; to offer expansive opportunities for expression of those stories; to follow the tracks children leave, and to present those stories of learning in more public ways."***
>
> Iannacci & Whitty, 2009

LEARNING OUTCOMES

Participants will:

- Develop an understanding of Learning Stories
- Explore "4 Dimensions of Learning" (Wendy Lee)
- Examine strategies to write effective Learning Stories
- Learn to determine next steps

SESSION 1 PART

The Intentional Educator

Shape Meaningful Learning Environments Through Reflection and Documentation

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Empower your practice! This session guides early childhood educators to draw on their strengths and experiences, using pedagogical documentation to create nurturing and inspiring environments for children.

Participants will explore documentation in a meaningful way, with an emphasis on reflective program planning and creating learning stories. By documenting individual schemas and areas of interest, educators will be able to better recognize the impact of their environment and materials while celebrating the diverse learning paths of each child.

LEARNING OUTCOMES

Key focus areas:

- The characteristics and practices of an intentional, reflective educator
- Using Developmentally Appropriate Practices (DAP) to create high-quality curricula
- An introduction to emergent curriculum and the Plan–Do–Review cycle
- Methods of pedagogical documentation to capture and validate children's learning and development

SESSION 1 PART

Leading Outdoor Play and Learning

Formerly known as Outdoor Play Train-the-Trainer

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Grounded in research on outdoor play's role in children's mental, emotional, physical, and spiritual development, this workshop helps educators build relevant programming and speak confidently with families about its value. Using the Flight framework, we'll explore the image of the child outdoors and holistic, play-based goals, alongside a pedagogical shift toward relationship and attentiveness to the Land. Educators will leave with the head, heart, and hands leadership skills to champion outdoor play within their programs.

LEARNING OUTCOMES

Participants will:

- Understand the benefits of outdoor play for children's mental, emotional, physical, and spiritual well-being.
- Explore the Flight framework and its connection to children's experiences and learning outdoors.
- Identify holistic, play-based goals that support meaningful outdoor programming.
- Reflect on their image of the child and how it influences outdoor learning experiences.
- Apply relationship-based and Land-attentive approaches to their outdoor pedagogy.
- Develop strategies for communicating the value of outdoor play with families and colleagues.
- Strengthen their head, heart, and hands leadership skills to advocate for and champion outdoor play within their programs.

SESSION | 1 PART

Loose Parts Play

Reimagine Everyday Materials to Engage Children

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Loose parts offer endless possibilities for play, discovery, and meaning-making. From natural materials and recycled objects to everyday items with no single intended purpose, these open-ended resources invite children to explore, experiment, imagine, and create in ways that reflect their interests, ideas, and curiosities.

Inspired by Flight: Alberta's Early Learning and Care Framework, this session explores how loose parts can support children as capable, curious, and resourceful learners who actively shape their own play and learning experiences. Educators will consider how thoughtfully prepared environments can encourage imagination, problem-solving, collaboration, and creative expression while allowing children the freedom to test theories, make connections, take risks, and discover new possibilities.

Through practical strategies and reflective discussion, participants will explore how to select, organize, and introduce loose parts in responsive ways that extend children's thinking without directing the outcome of their play. Together, we will consider the educator's role as an intentional observer, co-learner, and co-imaginer of possibilities, using children's emerging interests and discoveries to inform meaningful curriculum decisions.

Discover how everyday materials can become extraordinary opportunities for deeper play, richer relationships, and learning shaped by children's ideas, questions, and imaginations.

> ***"The developmental literature is clear: play stimulates physical, social, emotional, and cognitive development in the early years."***
>
> Dr. Jane Hewes (2006)

LEARNING OUTCOMES

Participants will explore:

- The theory of loose parts and their role in open-ended play and discovery.
- How loose parts support children's curiosity, creativity, problem-solving, and meaning-making.
- How to thoughtfully select and introduce materials that reflect children's interests, ideas, and emerging inquiries.
- Strategies for creating inviting, accessible environments that encourage exploration, experimentation, and collaboration.
- The educator's role in observing, listening, and extending children's play without directing the outcome.
- How to recognize and respond to children's theories, questions, and discoveries through loose parts play.
- Practical ways to store, organize, and present loose parts to promote independence, accessibility, and ongoing engagement.
- Considerations for safety, inclusivity, and ensuring materials offer meaningful possibilities for all children.
- How to use everyday and natural materials to create rich, open-ended learning experiences.
- Ways to reflect on and extend loose parts experiences in alignment with Flight: Alberta's Early Learning and Care Framework.

SERIES | 3 PARTS

Reflective Program Planning

ABOUT THIS SERIES

Grounded in Alberta's Flight Framework, Reggio Emilia principles, and pedagogical documentation, this three-part series guides leaders through the interconnected acts of Noticing, Naming, and Nurturing. Through interactive discussions, diverse reflective perspectives, and guided research, educators will be equipped to support their programs in planning responsive, engaging, and relationship-centred learning experiences that honour children as capable citizens.

Participants will explore how to:

- Observe children with curiosity and intention, honouring their voices and diverse ways of expressing learning.
- Make thinking visible through documentation, creating meaningful connections between children, educators, families, and the community.
- Deepen inquiry and strengthen program planning through intentional reflection, flexible projects, and environmental design.

AT A GLANCE

TOTAL TIME
6 hours (2 hours per session)

IDEAL FOR
Early learning and childcare leaders and early childhood educators who have experience with Alberta's Flight Framework, who are committed to fostering reflective, intentional, and child-centred programming.

DELIVERY
E-Learning or Custom Site-Specific

LEARNING OUTCOMES

Participants will:

- Explore noticing as an ethical and relational practice.
- Strengthen documentation skills that move beyond description toward interpretation.
- Examine multiple perspectives when making meaning of children's experiences.
- Use pedagogical documentation to inform planning and curriculum decision-making.
- Connect documentation to the Flight dispositions to learn.
- Deepen understanding of listening, responsiveness, and co-construction.
- Develop practical strategies for creating documentation-rich cultures within programs.

04 Quality Enhancement

Gain insightful strategies to foster strong relationships and create safe, nurturing environments for all children. Early childhood educators and programs striving for high quality are supported in engaging in self-reflection and making intentional decisions that drive sustainable, positive change.



IN THIS SECTION

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SESSION | 1 PART

Being a Trauma Aware Educator

An Introduction to Trauma-Informed Practice

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Early childhood educators may work with children who have experienced trauma, carrying experiences that can affect how they feel, learn, and connect with others. Understanding how to support these children is crucial to fostering positive self-identities and emotional growth. This session introduces the principles of trauma-informed practice, emphasizing the importance of creating trauma-sensitive environments in early learning and childcare settings.

This session allows early childhood educators to strengthen their skills and create safe, supportive environments where children affected by trauma can heal, build resilience, and thrive.

LEARNING OUTCOMES

Participants will:

- Build foundational knowledge of trauma and its impact on young children
- Recognize abilities and needs of children who have experienced trauma
- Explore practical, trauma-aware strategies to support children through daily interactions
- Learn ways to prevent compassion fatigue and burnout while maintaining educator well-being

SERIES | 2 PARTS | NEWLY REDESIGNED

Environmental Health Awareness and Learning Toolkit (EHALT) in Early Childhood Education

Making Early Learning Environments Safer for Children

AT A GLANCE

TOTAL TIME
4 hours

IDEAL FOR
Educators in centres and dayhomes, consultants, and program directors

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

Early childhood educators are invited to examine how everyday materials, routines, and environments affect children's health, safety, and well-being.

Guided by Health Canada's research and resources, participants will identify potential environmental health risks, reflect on current practices, and explore practical strategies to create safer, healthier spaces. This session is perfect for early learning and childcare educators in centres and dayhomes, consultants, and program directors.

LEARNING OUTCOMES

Participants will:

- Notice potential environmental health risks in early learning environments
- Reflect on how materials, routines, and spaces influence children's well-being
- Co-construct strategies for risk prevention
- Create a personalized action plan and resource checklist for ongoing professional growth

SERIES · 4 PARTS

Best Choices: The Ethical Journey

Learning About Beliefs, Values, and Ethics

AT A GLANCE

TOTAL TIME
12 hours (3 hours per workshop)

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

Early childhood education and care practitioners work with one of the most vulnerable groups in society: young children. The quality of the interactions between young children and the adults who care for them has a significant, enduring impact on children's lives. The intimacy of the relationship and the potential to do harm calls for a commitment on our part to the highest standards of ethical practice. This four-part series guides participants on a journey of ethical discovery and awareness. Participants will have the opportunity to explore personal values, beliefs and assumptions, and examine the complexities in ethical decision-making.

GOOD TO KNOW

This is a 4-part series of 3-hour workshops which must be taken in sequence, subject to presenter availability.

LEARNING OUTCOMES

This series is developed to help professionals:

- Understand the relationship between beliefs, values and ethics
- Identify personal beliefs, values and ethics
- Acknowledge how beliefs, values and ethics are reflected in your actions
- Learn how to show understanding and respect for the beliefs, values and ethics of others

PARTS IN THIS SERIES

1 PART 1 · MODULE ONE — 3 HOURS

Module One guides participants through an exploration of their personal beliefs, values and ethics. Participants will examine what an ethical dilemma is using these systems as a point of reference. This workshop is a prerequisite for all of the future ethics training modules in this series.

2 PART 2 · MODULE TWO — 3 HOURS

Module Two guides participants on the purpose, structure and benefits of a professional code of ethics. Following the eight principles identified in the CCCF Code of Ethics, participants will experience and understand how a code of ethics can guide practice. For participation in this workshop it is a prerequisite for participants to have completed Module One.

3 PART 3 · MODULE THREE — 3 HOURS

Module Three guides participants in the examination of making an ethical decision. This examination prepares participants for the complexities in making "best choice" decisions, and the recognition that many best choices may exist. Participants will look into personal commitments to ethical decision-making in practice. For participation in this workshop it is a prerequisite for participants to have completed Module One and Module Two.

4 PART 4 · MODULE FOUR — 3 HOURS

Module Four works with participants in understanding how personal values, beliefs and ethics can support but also challenge ethical decision-making. Participants will also identify potential inhibitors to making these decisions. Through examination of the six E's to ethical commitment, participants will be able to renew their commitment of "best-choice" decision-making in practice. For participation in this workshop it is a prerequisite for participants to have completed Module One, Module Two, and Module Three.

SESSION 1 PART

Building Relationships with Families

Empowering Family Connections to Strengthen Collaborative Relationships

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

This session emphasizes the importance of engaging with families and their children's development, recognizing that "families know their children in ways that no one else can" (Makovichuk et al., 2014). When children enter early learning environments, it is essential for educators to build strong, collaborative relationships with families. By working together and sharing information, insights, and ideas, educators and families can create a holistic approach that thoughtfully supports each child's unique needs. As Makovichuk et al. remind us, "families, children, and educators create places of vitality together" (2014). This session highlights how meaningful partnerships help bring that shared vision to life.

Participants will explore guiding principles that support cultural diversity in early learning programs. Together, we'll reflect on our own values and introduce the Consciousness Continuum model, a tool that supports educators in moving toward becoming "unconsciously competent" in their cultural understanding and practices.

You will leave with practical ideas for weaving cultural sensitivity into everyday interactions, helping to create environments where every child and family feels valued, seen, and truly included.

> ***"Families, children, and educators create places of vitality together."***
>
> Makovichuk et al., 2014

LEARNING OUTCOMES

Participants will:

- Explore the image of the family to consider how families are integral partners in a child's learning journey
- Examine connections between these practices and Flight: Alberta's Early Learning and Care Curriculum Framework
- Identify effective ways to observe, document, and communicate with families
- Reflect on and strengthen relationships with families using practical strategies
- Practice cultural sensitivity to embrace diversity within their program

SESSION 1 PART

Team Building "From Me to We"

AT A GLANCE

TOTAL TIME
3 hours

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SESSION

Dive into a session that explores the dynamics of working with multidisciplinary teams with varying experience levels. Participants will reflect on the characteristics and personalities of team members, examining how these factors influence team effectiveness, motivation, and overall collaboration.

Explore your own image of the educator, consider your dispositions toward learning, and envision your ideal work environment. This reflective approach helps you understand yourself, your team, and how to create a collaborative, thriving workplace.

The goal is to enhance team cohesion, improve communication, and create a supportive, effective environment for all team members.

LEARNING OUTCOMES

Participants will:

- Gain insights into fostering a positive work environment
- Build a culture of communication and optimism in the workplace
- Strategize to strengthen teamwork and transition from individual efforts, "Me", to a collective success, "We"

SERIES | 2 PARTS

Promoting Sensitive Interactions

AT A GLANCE

TOTAL TIME
5 hours (2.5 hours per session)

DELIVERY
E-Learning or Custom Site-Specific

ABOUT THIS SERIES

The everyday interactions educators have with children matter. The way we respond, listen, guide, communicate, and connect can influence how children experience safety, belonging, well-being, development, and learning.

PARTS IN THIS SERIES

1 PART 1 — 2.5 HOURS

Reflective Practice, Relationships, and the Image of the Child

In Part 1, educators will explore what sensitive interactions look like in everyday practice and how relationships, reflective practice, intentionality, and our image of the child influence the way we engage with children. Through practical examples, discussion, and reflection, participants will take a closer look at the small moments that shape children's experiences and consider how their own ways of being impact connection, participation, and learning.

Participants will:

- Explore what sensitive interactions look and sound like in everyday practice.
- Reflect on how relationships influence children's sense of safety, belonging, and well-being.
- Consider how their image of the child shapes the way they respond, guide, and interact.
- Examine the role of presence, tone, body language, and intentionality.
- Reflect on how everyday interactions support children as capable, active participants in their own learning.
- Identify strengths in their current practice and opportunities for continued growth.

2 PART 2 — 2.5 HOURS

Evaluation, Responsive Communication and Sensitive Interactions in Practice

Part 2 takes sensitive interactions from reflection into practice. Educators will explore how emotional intelligence, responsive communication, active listening, and the language we use can shape everyday experiences with children.

Through discussion, reflection, practical examples, and hands-on activities, participants will look more closely at how they respond in challenging moments, what can get in the way of sensitive practice, and how small shifts in communication can make a meaningful difference. The session also encourages educators to evaluate their own interactions, recognize strengths, and identify practical next steps for continued growth.

Participants will:

- Explore how emotional intelligence influences interactions with children.
- Strengthen responsive communication and active listening skills.
- Practice recognizing and responding to children's feelings, thoughts, and perspectives.
- Explore the use of "I Messages" as an alternative to language that may blame, shame, or discourage.
- Reflect on personal triggers and barriers that can influence how educators respond in the moment.
- Consider how culture, values, and individual differences can shape communication and expectations.
- Evaluate their own interaction practices and identify strengths and areas for growth.
- Develop practical strategies to carry sensitive, intentional interactions into everyday practice.

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01 Développement de l'enfant

Explorez une diversité d'approches liées au développement de l'enfant. En mettant l'accent sur la pratique réflexive, vous examinerez différentes façons d'aborder le développement de l'enfant à travers la création de sens, les liens et les perspectives axées sur les forces, tout en soutenant la croissance et l'apprentissage uniques de chaque enfant.

À venir! De nouvelles formations seront bientôt disponibles dans cette catégorie.

02 Équité, diversité et inclusion 31

Approfondissez votre compréhension des environnements d'apprentissage inclusifs et équitables. Apprenez à élargir votre sensibilisation aux pratiques adaptées aux réalités culturelles et à favoriser la diversité, en veillant à ce que l'identité unique de chaque enfant soit respectée et valorisée.

Pratiques inclusives dans le domaine de l'apprentissage et de la garde des jeunes enfants 2 PARTIES 31

Le bien-être des éducateur.rice.s de la petite enfance en milieu francophone minoritaire 3 PARTIES 32

03 Programmation et curriculum

Donnez une intention aux activités et aux invitations que vous proposez aux enfants dont vous prenez soin en explorant différentes façons d'observer, de documenter et de réfléchir à leurs perspectives et à leurs expériences. Développez une compréhension plus approfondie des recherches actuelles, établissez des relations positives et explorez de nouvelles façons de soutenir les enfants dans votre programmation.

À venir! De nouvelles formations seront bientôt disponibles dans cette catégorie.

04 Amélioration de la qualité 33

Découvrez des stratégies concrètes pour favoriser des relations solides et créer des environnements sécuritaires et bienveillants pour tous les enfants. Les éducatrices et éducateurs de la petite enfance ainsi que les programmes qui visent une grande qualité sont encouragés à s'engager dans une démarche d'autoréflexion et à prendre des décisions intentionnelles qui favorisent des changements positifs et durables.

Favoriser des interactions positives avec les enfants 2 PARTIES 33

Bienvenue

L'apprentissage professionnel de l'ARCQE s'aligne sur des normes de haute qualité, s'appuie sur les recherches actuelles et répond aux besoins des personnes qui travaillent dans le domaine de l'apprentissage et de la garde des jeunes enfants.

Axées sur des sujets pertinents pour le secteur, nos offres offrent des occasions de réflexion, de croissance professionnelle et de développement des connaissances et des pratiques afin de soutenir les enfants et les familles.

L'ARCQE, en collaboration avec ses collègues et partenaires, a révisé et repensé les séances disponibles et est heureuse de présenter plusieurs nouvelles offres!

Soutien financier offert par le ministère de l'Éducation et de la Garde d'enfants.

Les offres présentées dans ce catalogue sont admissibles au financement du perfectionnement professionnel (PP) et du temps de remplacement (TR), mais peuvent faire l'objet de changements au cours du prochain exercice financier (1er avril 2026). Consultez les renseignements à jour sur le PP et le TR sur la page du programme de financement des subventions pour la garde des jeunes enfants de l'Alberta. Veuillez soumettre toutes les demandes de financement conformément au processus officiel du Ministère. L'ARCQE ne traite, n'administre ni n'approuve les demandes de PP ou de TR.

QR: Programme de financement des subventions

Si vous avez des questions au sujet des séances d'apprentissage professionnel de l'ARCQE, n'hésitez pas à communiquer avec nous!

info@arcqe.ca
780-421-4930 / 1-866-429-4930

Choisissez votre parcours d'apprentissage

Apprenez à votre façon! Les offres d'apprentissage professionnel sont proposées sous forme de séances d'apprentissage en ligne ou de formations personnalisées sur place, sauf indication contraire. Les deux formats sont planifiés et coordonnés par l'administratrice de l'apprentissage professionnel de l'ARCQE.

La durée des sessions varie de 3 à 12 heures, selon l'atelier.

Apprentissage en ligne

Participez à des séances virtuelles animées qui favorisent la réflexion et la découverte alors que vous explorez un sujet précis aux côtés d'autres professionnels partageant vos intérêts. Les séances d'apprentissage en ligne sont affichées sur la page Web de l'apprentissage professionnel. Bien que l'inscription soit individuelle, de nombreux participants choisissent de s'inscrire avec leurs collègues ou en équipe afin d'enrichir les discussions et l'apprentissage collectif.

QR : page Web Développement professionnel

Formation personnalisée sur place

Collaborez avec une personne animatrice de l'ARCQE afin de cocréer une expérience d'apprentissage adaptée aux besoins de votre programme, notamment en ce qui concerne le sujet, la durée et le mode de prestation de votre choix (en personne ou virtuel). Pour commencer, remplissez le formulaire de demande sur notre page Web consacrée aux formations personnalisées sur place. Notre administratrice de l'apprentissage professionnel coordonnera ensuite les détails avec vous.

Consultation personnalisée adaptée à votre site, sur demande.
Appelez-nous au **780-421-4930.**

QR : formulaire de demande de formation personnalisée sur place

Les catégories d'apprentissage de l'ARCQE

01

Développement de l'enfant

Explorez une diversité d'approches liées au développement de l'enfant. En mettant l'accent sur la pratique réflexive, vous examinerez différentes façons d'aborder le développement de l'enfant à travers la création de sens, les liens et les perspectives axées sur les forces, tout en soutenant la croissance et l'apprentissage uniques de chaque enfant.

À VENIR!

02

Équité, diversité et inclusion

Approfondissez votre compréhension des environnements d'apprentissage inclusifs et équitables. Apprenez à élargir votre sensibilisation aux pratiques adaptées aux réalités culturelles et à favoriser la diversité, en veillant à ce que l'identité unique de chaque enfant soit respectée et valorisée.

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03

Programmation et curriculum

Donnez une intention aux activités et aux invitations que vous proposez aux enfants dont vous prenez soin en explorant différentes façons d'observer, de documenter et de réfléchir à leurs perspectives et à leurs expériences. Développez une compréhension plus approfondie des recherches actuelles, établissez des relations positives et explorez de nouvelles façons de soutenir les enfants dans votre programmation.

À VENIR!

04

Amélioration de la qualité

Découvrez des stratégies concrètes pour favoriser des relations solides et créer des environnements sécuritaires et bienveillants pour tous les enfants. Les éducatrices et éducateurs de la petite enfance ainsi que les programmes qui visent une grande qualité sont encouragés à s'engager dans une démarche d'autoréflexion et à prendre des décisions intentionnelles qui favorisent des changements positifs et durables.

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SÉRIE | 2 PARTIES

Pratiques inclusives dans le domaine de l'apprentissage et de la garde des jeunes enfants

EN BREF

DURÉE TOTALE
5 heures (2,5 heures par séance)

PRESTATION
Apprentissage en ligne ou formation personnalisée sur place

À PROPOS DE CETTE SÉRIE

L'inclusion se construit à travers les relations, les environnements et les choix. Au cours de cette série en deux parties, les éducateurs-rices exploreront comment leurs convictions concernant les enfants influencent les expériences d'appartenance et de participation. Ils mèneront une réflexion sur la communication, le comportement, les relations, les transitions, les expériences sensorielles, la connaissance du milieu familial et les environnements adaptés. Ces sessions fournissent des informations et des outils pouvant être utilisés pour différentes tranches d'âge et dans divers contextes d'accueil.

OBJECTIFS D'APPRENTISSAGE

Les participants pourront :

- Réfléchir à la manière dont leur image de l'enfant, leurs convictions et leurs a priori influencent leur pratique
- Reconnaître les différentes façons dont les enfants communiquent et participent
- Identifier les conditions, au sein des relations, des environnements, des routines et des attentes, qui favorisent ou limitent la participation
- Observer et réévaluer l'effet des changements apportés à leur pratique

SÉRIE | 3 PARTIES

Le bien-être des éducateur.rice.s de la petite enfance en milieu francophone minoritaire

EN BREF

DURÉE TOTALE
9 heures (3 heures par séance)

PRESTATION
Apprentissage en ligne ou formation personnalisée sur place

À PROPOS DE CETTE SÉRIE

Cette série d'apprentissage de 3 sessions invite les éducateur.rice.s de la petite enfance à explorer les différentes dimensions du bien-être personnel et professionnel dans un contexte francophone minoritaire. À travers des réflexions, des échanges et des activités pratiques, les participant.e.s examineront les facteurs qui influencent leur bien-être, reconnaîtront les défis particuliers liés à leur contexte de travail et découvriront des stratégies concrètes pour favoriser leur équilibre, leur résilience et leur sentiment d'efficacité.

OBJECTIFS D'APPRENTISSAGE

Les participants pourront :

- Mieux comprendre les différentes dimensions du bien-être personnel et professionnel;
- Reconnaître les facteurs qui soutiennent ou fragilisent leur bien-être au travail;
- Mieux comprendre l'influence du contexte francophone minoritaire sur leur expérience professionnelle;
- Identifier leurs propres besoins, limites, forces et facteurs de protection;
- Découvrir des stratégies individuelles et collectives favorisant le bien-être;
- Renforcer leur résilience, leur sentiment d'efficacité personnelle et leur pouvoir d'agir;
- Élaborer un plan personnel comprenant des actions concrètes et réalistes pour soutenir leur bien-être au quotidien.

PARTIES DE LA SÉRIE

1 PARTIE 1 — 3 HEURES

Comprendre le bien-être en contexte minoritaire

Cette première session permet aux participant.e.s de mieux comprendre ce qu'est le bien-être personnel et professionnel et d'en explorer les différentes dimensions. Une attention particulière est portée aux réalités propres au contexte francophone minoritaire. La session met également en lumière le lien entre le bien-être des éducateur.rice.s et la qualité des expériences offertes aux enfants et aux familles.

2 PARTIE 2 — 3 HEURES

Les facteurs qui influencent le bien-être

Cette session invite les participant.e.s à identifier les principaux facteurs qui peuvent avoir un impact sur leur bien-être au travail. Elle permet aussi de réfléchir aux stratégies qui favorisent un meilleur équilibre entre la vie professionnelle et la vie personnelle, notamment l'établissement de limites saines, la reconnaissance de ses besoins et l'importance de prendre soin de soi.

3 PARTIE 3 — 3 HEURES

Stratégies et plan personnel

La dernière session est axée sur le passage à l'action. Les participant.e.s explorent des stratégies individuelles et collectives pour soutenir leur bien-être et celui de leur équipe. Ils et elles sont ensuite amené.e.s à réfléchir aux moyens les plus adaptés à leur réalité et à élaborer un plan personnel de bien-être comprenant des actions concrètes, réalistes et durables afin de consolider leurs pratiques au quotidien.

SÉRIE | 2 PARTIES

Favoriser des interactions positives avec les enfants

EN BREF

DURÉE TOTALE
5 heures (2,5 heures par séance)

PRESTATION
Apprentissage en ligne ou formation personnalisée sur place

À PROPOS DE CETTE SÉRIE

Les interactions quotidiennes des éducateurs et éducatrices avec les enfants sont importantes. La manière dont nous réagissons, écoutons, guidons, communiquons et établissons des liens peut influencer la façon dont les enfants perçoivent la sécurité, le sentiment d'appartenance, le bien-être, le développement et l'apprentissage. La série met également l'accent sur les responsabilités individuelles, collectives et organisationnelles qui contribuent à créer des milieux de travail sains, soutenants et valorisants.

PARTIES DE LA SÉRIE

1 PARTIE 1 — 2,5 HEURES

Dans cette 1re partie, les éducateurs.rices exploreront à quoi ressemblent les interactions positives dans la pratique quotidienne et comment les relations, la pratique réflexive, l'intentionnalité et notre image de l'enfant influencent la manière dont nous interagissons avec eux. À travers des exemples concrets, des discussions et des réflexions, les participants examineront de plus près ces petits moments qui façonnent les expériences des enfants et réfléchiront à la manière dont leur propre attitude influe sur le lien, la participation et l'apprentissage.

Les participants pourront :

- Découvrir à quoi ressemblent et comment se manifestent les interactions positives au quotidien.
- Réfléchir à la manière dont les relations influencent le sentiment de sécurité, d'appartenance et de bien-être des enfants.
- Réfléchir à la manière dont l'image qu'ils se font de l'enfant façonne leur façon de réagir, de guider et d'interagir.
- Examiner le rôle de la présence, du ton, du langage corporel et de l'intentionnalité.
- Réfléchir à la manière dont les interactions quotidiennes aident les enfants à devenir des participants actifs et compétents dans leur propre apprentissage.
- Identifier les points forts de leur pratique actuelle et les opportunités de progression continue.

2 PARTIE 2 — 2,5 HEURES

La deuxième partie transpose les interactions positives de la réflexion à la pratique. Les éducateurs.rices exploreront comment l'intelligence émotionnelle, la communication adaptée, l'écoute active et le langage que nous utilisons peuvent façonner nos expériences quotidiennes avec les enfants.

À travers des discussions, des réflexions, des exemples concrets et des activités pratiques, les participants examineront de plus près la manière dont ils réagissent dans les moments difficiles, ce qui peut faire obstacle à une pratique bienveillante, et comment de petits changements dans la communication peuvent faire une différence significative. La session encourage également les éducateurs.rices à évaluer leurs propres interactions, à reconnaître leurs points forts et à identifier des prochaines étapes concrètes pour poursuivre leur développement.

Les participants pourront :

- Découvrir comment l'intelligence émotionnelle influence les interactions avec les enfants.
- Renforcer les compétences en matière de communication adaptée et d'écoute active.
- S'entraîner à reconnaître les sentiments, les pensées et les points de vue des enfants, et à y répondre.
- Découvrir l'utilisation des « Messages Je » comme alternative à un langage susceptible de blâmer, de faire honte ou de décourager.
- Réfléchir aux déclencheurs personnels et aux obstacles susceptibles d'influencer la manière dont les éducateurs.rices réagissent sur le moment.
- Examiner comment la culture, les valeurs et les différences individuelles peuvent façonner la communication et les attentes.
- Évaluer leurs propres pratiques d'interaction et identifier leurs points forts ainsi que les domaines à améliorer.
- Développer des stratégies pratiques pour intégrer des interactions positives dans leur pratique quotidienne.

Professional Learning ARCQE

If you have questions about ARCQE's Professional Learning sessions, reach out!

Si vous avez des questions au sujet des séances d'apprentissage professionnel de l'ARCQE, n'hésitez pas à communiquer avec nous!

info@arcqe.ca

780-421-4930 / 1-866-429-4930

QR: Professional Learning page

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