



SPRING 2026 NEWSLETTER

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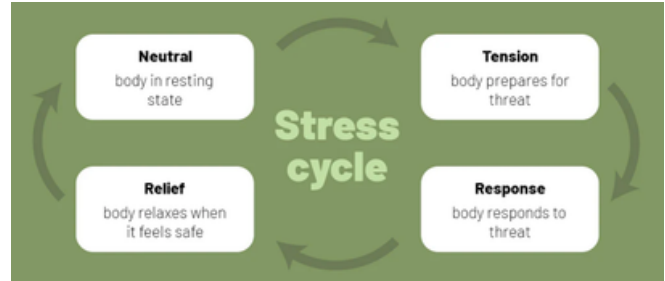


Letter of Inspiration

Dear Mini-Skool Family,

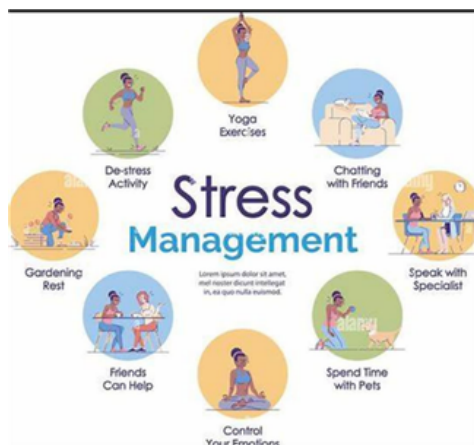
As Spring brings renewal to our environment – lush trees, beautiful flowers, and sun, so too we MUST continually refresh our well-being!

According to research, there is both good and bad stress. Our minds and bodies cycle through a process that involves relaxation, encountering a stressor, responding to the stressor(s), rising to a peak, and returning to baseline (relaxing). When our minds and bodies “return to baseline” (relaxation) after dealing with stress, repair takes place, and we build resilience.



However, stress becomes bad when we stay “at peak” for prolonged periods without “returning to baseline”. When our minds and bodies go for extended periods “at peak”, there is no space for repair to take place. Lack of repair can cause complicated issues such as anxiety, fatigue, depression, digestive problems, etc.

While it is important to seek medical attention when we are concerned about our health and well-being, we should not dismiss the opportunities to rejuvenate our minds and bodies. Here are a few ways to refresh our well-being:



Move our bodies: Physical activity is a great way to relieve stress and return our minds and bodies to baseline. Go for a walk in nature, jog, work in your garden, bike, swim, weight-train, etc.

Eat Right: Ensure you eat a balanced diet and stay hydrated.

Develop and Maintain a Solid Sleep Routine: Rest is the body’s time to regenerate, so ensure you give your body the time it needs.

(Tracy-Ann Brown-Chung, Director of Operations, Head Office)

Practice Mindfulness: Create space to sit quietly for a few minutes each day. Focus on breathing and speaking good things over yourself.

Set Healthy Boundaries: Create a clear separation between work and your personal life. Create space to unplug completely and reset. The Bible tells us that there's a time and place for everything under the heavens.

Develop a spiritual habit: What do you believe in? Spend some time focused on this area – making space to practise your belief.

Point to glean from this article: Managing stress is important for your optimal well-being!
Tracy Ann

6 Easy Ways to Manage Stress

 <p>Meditate Restores calm and inner peace</p>	 <p>Get regular sleep Recharges your body</p>
 <p>Exercise Improves mood and well-being</p>	 <p>Eat a balanced diet Nourishes and energises your body</p>
 <p>Spend time in nature Soothes, heals and relaxes</p>	 <p>Stay connected Provides emotional support</p>

IMPROVE MENTAL HEALTH

- Get enough sleep
- Pay attention to your feelings
- Spend time in nature
- Pursue a hobby
- Laugh often
- Grieve your losses
- Accept yourself, imperfections and all
- Only try to change yourself, not others
- Ask for help when you need it
- Spend less time with electronics
- Connect with friends and family
- Don't act on obligation
- Express yourself
- Forgive yourself
- See a therapist
- Practice deep calm breathing
- Spend time alone

DHERBS.COM



(Tracy-Ann Brown-Chung, Director of Operations, Head Office)

8 Pillars of Wellness

PHYSICAL

- Regular Exercise
- Balanced Diet
- Adequate Sleep
- Routine Check-ups
- Limiting Harmful Habits

INTELLECTUAL

- Lifelong Learning
- Reading
- Critical Thinking
- Creative Outlets
- Stay Curious

OCCUPATIONAL

- Job Satisfaction
- Work-Life Balance
- Continuous Development
- Healthy Work Environment
- Setting Goals

ENVIRONMENTAL

- Eco-Friendly Habits
- Nature Appreciation
- Reduce Waste
- Stay Informed
- Community Involvement

EMOTIONAL

- Self-awareness
- Stress Management
- Healthy Expression
- Boundaries
- Coping Strategies

SOCIAL

- Relationship Building
- Effective Communication
- Community Engagement
- Conflict Resolution
- Support Networks

SPIRITUAL


- Meditation or Prayer
- Seek Purpose
- Values
- Nature Connection
- Open-mindedness


FINANCIAL


- Budgeting
- Savings
- Financial Literacy
- Debt Management
- Plan for the Future



5 SIMPLE AND EFFECTIVE WAYS TO MANAGE STRESS

1  **8 HOURS OF UNINTERRUPTED SLEEP**
Removes toxins, supports cell repair and improves cognition

2  **EXERCISE EVERY DAY**
Lowers cortisol levels (stress hormone) & increases endorphins (feel-good hormone)

3  **FOLLOW A NUTRITIOUS DIET**
Nuts & dark chocolate contain mood-enhancing properties that reduce stress

4  **PRACTICE MEDITATION**
Promotes tranquillity & helps you become self-aware

5  **INVEST IN SUPPLEMENTS**
Ingredients like suntheanine improve neurotransmitter activity to reduce anxiety

References:

<https://newsnetwork.mayoclinic.org/discussion/your-body-knows-the-difference-between-good-stress-and-bad-stress-do-you/>

<https://vitalitycbd.co.uk/blogs/cbd-guides/a-shortish-guide-to-stress>

<https://vocal.media/education/how-to-manage-stress-in-a-fast-paced-world>

<https://www.parkwaycancercentre.com/ph/news-events/news-articles/news-articles-details/stress-and-distress-warning-signs-management>

<https://www.soulgoodhealth.com/blog/manage-stress-2/?lang=en>

<https://wellbeingnutrition.com/blogs/stress-mood-cognition/stress-effects-on-your-overall-health-6-easy-ways-to-manage-it>

(Tracy-Ann Brown-Chung, Director of Operations, Head Office)



News from the Health and Safety Committee:

Spring 2026

Hello and welcome to Spring! What a winter this has been, but anticipating the weather will improve! I am hopeful Mother Nature will provide a lot of warmth and sunshine this Spring and Summer; all we can say is stay safe out there and make the best out of these current conditions!

We are looking to continue our Health & Safety (H&S) workshops later this year that will address our ongoing challenges that arise in childcare. Training such as the slips, trips & falls workshop in 2023 and the MSD (Musculoskeletal Disorders) in 2024 proved to be very beneficial for all staff. The ongoing WHMIS training will need to be completed again this Fall, and we will be discussing other training ideas with the Joint and Health Safety Committee (JHSC) this Spring.

We are happy to say that so far, our accident/incidents with the staff are manageable and those that were injured returned to work within a short period of time. As we have in the past, we will continue to work with our JHSC to address all safety concerns, develop further training sessions and be proactive in our industry in raising awareness of the important of H&S in our workplace.

Another friendly reminder that the monthly H&S inspections should be completed regularly and be rotated between both H&S reps on a consistent basis. Some crucial items to be monitored is ensuring the link filter in the dryer is cleaned after very use and the emergency lighting in the classrooms are tested to ensure the battery back-up is operational.

Thank you to all our Mini-Skool staff for making our Health and Safety program a continued success and please feel free to reach out to me, your Director or your H&S rep with any questions or concerns.

Dave & Chris

(Dave Diaz, Human Resource Manager and H&S representative, Head Office)

Child Care Centre Licensing Standards



Child Care and Early Years Act, 2014 Licensing Standards Licensed childcare centres must meet and maintain specific provincial standards set out in Ontario Regulation 137/15 General. These standards address items that affect quality in a licensed childcare centre, such as staff/child ratios, physical environment, staff qualifications, and children's health and well-being.

A review of the Childcare Licensing Manual will provide access to information about the legislative and regulatory requirements for licensed childcare Centres. It includes information on:

- Mandatory requirements as set out in the Child Care and Early Years Act, 2014 and Ontario Regulation 137/15.
- The rationale for requirements and why they are important in childcare Centres.
- Special instructions to help childcare Centres understand and interpret the requirements.
- Measures used to assess compliance with the requirements. Recommendations for alternative ways of demonstrating compliance and for enhancing program quality. [Childcare Licensing Manual link](#)

****As a reminder, each Centre is required to review the Pre-Licensing Renewal Checklist, as earlier visits from the Ministry is likely.**

(Gail Williams-Miller, Marketing and Program Support Manager, Head Office)

CECE Professional Advisory: Duty To Report



Professional Advisory: Duty to Report

Professional advisories are developed for Registered Early Childhood Educators (RECEs). They communicate the important legal requirements that RECEs must know and understand. Developing this resource is part of the College of Early Childhood Educators' (College) ongoing commitment to advise RECEs on their roles and responsibilities set out through legislation.

This professional advisory communicates the requirement to report child abuse and neglect, the suspicions of harm or the risk of harm to children, under section 125 of the ***Child, Youth and Family Services Act, 2017*** (CYFSA). RECEs have a responsibility to protect children from harm. It is essential that they are knowledgeable about their duty to report to a Children's Aid Society (CAS) under the CYFSA.

This professional advisory is designed to:

- **Explain** the duty to report section of the CYFSA; and
- **Emphasize** the responsibilities of early childhood educators, outlined in the CYFSA and the ***Code of Ethics and Standards of Practice*** (Code and Standards).

It is not intended to provide specific legal advice.

Duty To Report Key Points



Staff Workshop (2025)

Key Points:

- Each staff member has an individual duty to report any form of suspected child abuse.
- Reports are to be made within the 24-hour timeframe.
 - Staff - call Children's Aid Society (CAS)
 - Centre Director & Designates - call CAS, report to your Program Advisor at the Ministry of Education and report the RECE to the College of Early Childhood Educators.
- Child, Youth and Family Services also regulates this legislation.
- A staff can call and ask CAS for clarification if you are not sure if a situation of concern is reportable.
- Staff have a responsibility to:
 - the child first (their safety and well-being)
 - to the families (for the safety of their child)
 - to your colleagues (mentor each other)
 - to the community (provide quality programs, support children and families, build connections and collaborate with community partners)
- Self-care practices are important and beneficial for staff.
 - Ask for help. Request support from your room team or centre director. Or seek professional counselling where needed.
 - Know your emotional limits and triggers. Plan ahead.
 - Maintain a positive outlook on life.
 - Incorporate self-care practices into your daily lives to promote an efficient work-life balance.

References:

Image: Ontario Children's Services, #SpeakUp4Kids
X, https://x.com/hashtag/SpeakUp4Kids?src=hashtag_click

(Gail Williams-Miller, Marketing and Program Support Manager, Head Office)

Practice Guideline



July 2020

Pedagogical Practice

Observation and listening

Observation is a vital component of pedagogical practice. While it can be viewed as a passive activity, observation involves much more than simply watching children and writing down what they are doing or expressing. Actively observing children allows you to identify individual and group needs and interests to inspire the pedagogical approach (Standard II). Pedagogical observation is purposeful and informed by your knowledge, skills and experiences as well as your beliefs, values and biases.

When you think about observation, it may be challenging to know where to begin. Pedagogue Lorenzo Manera (2019) suggests developing a research question to guide your initial observations. For example, observe children with questions in mind, such as:



Figure 6: Children painting outdoors

In what ways will the children use the wagon?

How will the infants use the paint and sponges?

You might observe children using the materials as expected, or you might discover they use and interpret the materials in unexpected and unique ways. This could lead to more complex research questions such as:

Is the wagon interesting because it can transport things, because it moves or because using it gives children a sense of power?

What is it about painting that appeals to them so much?

Are the children interested in the wagon itself or the wheels and other parts that keep it together and make it move?

Are they interested in the paint, the texture of the paper or the way the water falls off the brush?

(Gail Williams-Miller, Marketing and Program Support Manager, Head Office)

Listening to children helps you gain an awareness of their interests and ideas. Through an approach that Carlina Rinaldi calls the "pedagogy of listening", RECEs observe children with intent. This approach invites you to pay attention to the subtleties and nuances of expressions, words, silences, movement, stillness, body language, hesitations, questions and interpretations. You can use pedagogy of listening to create physical and social environments where children's curiosities are valued, and where they feel comfortable, confident, motivated and respected (Rinaldi, 2005).



Figure 7: Educator with a child in a garden

Supporting children through Rinaldi's pedagogy of listening requires you to be attuned to the many ways that children communicate with the world around them. With the learning community, look for ways to integrate children's ideas into the program to expand their curiosity. Remember, children will also create research questions and learning materials with or without support from educators or peers. For children who are non-verbal, actively look at what attracts their attention or what they are reaching for to give you insights into what interests them.

Pause and Reflect

With colleagues, consider the following reflection questions:

- What does listening mean to you?
- What do you value in a good listener?
- What have you learned by listening to children?
- What are some of the challenges you face with listening?
- What helps you to be a good listener?

Consider how you might respond, or not respond, to the children's reactions, interests and questions in the following practice examples. How do you know what the children might be interested in? How might you document and extend their learning based on the interactions with their peers and the environment?

Reference:

Link: https://www.college-ece.ca/wp-content/uploads/2021/10/Practice_Guideline_Pedagogical_Practice-2.pdf

(Gail Williams-Miller, Marketing and Program Support Manager, Head Office)



Raising the Bar

Early Childhood Education

An ASCY Community Initiative

A Quality Initiative in Peel

Upcoming Workshops at CDRCP that may interest you:

- **May 5th, 2026:** Beyond Behaviours: Building connection and social-emotional skills in BASP (Live Webinar)
- **May 6th, 2026:** Building Resilience: How to Prevent Burnout and Support Each Other (Live Webinar)
- **May 11th, 2026:** Supporting Self Regulation through connection (In Person Workshop)
- **May 13th, 2026:** The Journey of Learning: Reflective Practices of an Early Childhood Professional (Live Webinar)

Visit the [CDRCP website](#) to register and see all upcoming professional learning opportunities.

(Renise McLeod, Centre Director, Bromsgrove)

Article: 20 Emerging Trends in Early Childhood Education in 2025: The 5 Key Trends

1. Technology in Learning

- Tools like tablets, apps, and digital platforms are becoming more common.
- Used for interactive learning, not just entertainment.
- Became more normalized after COVID.

But: Tech should support learning—not replace hands-on play.

2. Learning Through Play (Still Central)

- Play-based learning is more important than ever.
- Children learn best through:
 - Exploration
 - Imagination
 - Hands-on activities

Shift away from “academic pressure” toward meaningful play experiences.

3. Outdoor & Nature-Based Learning

- More programs are incorporating:
 - Outdoor classrooms
 - Nature play
 - Physical exploration

Benefits: Better physical health & Improved focus and wellbeing

4. Holistic (Whole-Child) Development

- Focus is no longer just on academics (ABC, 123).
- Educators now support:
 - Social-emotional skills
 - Mental health
 - Physical development
 - Creativity

Children are seen as whole learners, not just students.

(Renise McLeod, Centre Director, Bromsgrove)

5. More Qualified & Supported Educators

- Increasing emphasis on:
 - Higher qualifications
 - Ongoing professional learning
 - Skilled, reflective practice

Recognizes that educator quality = better child outcomes.

Big Picture Takeaway

Early childhood education is moving toward:

Play-based + holistic + intentional teaching

Stronger educator professionalism

Balanced use of technology

Why This Matters for ECEs?

For you as an educator, this means:

- You're expected to be more intentional and reflective, not just supervisory
- Focus on relationships, wellbeing, and play
- Use tech carefully and purposefully
- Keep building your professional knowledge

Source: Emerging Trends in Early Childhood Education 2025 | eSkilled e-Learning

(Renise McLeod, Centre Director, Bromsgrove)



autism speaks®

Tips to make your event more autism-friendly

By making events in your community more autism-friendly, you open doors to new opportunities for families touched by autism or other special needs. With some simple accommodations, you can give families an experience that they've never had or may have found challenging. Your support of the autism community plays a vital role in creating a kinder, more inclusive world. Thank you for joining us to help increase understanding and acceptance of people with autism.

Why might your event be difficult for a person with autism?

Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication. Below are three reasons why your event can present challenges for a person with autism:

1. Sensory differences

Loud sounds, flashing lights and crowded or unfamiliar spaces can be extremely challenging to a child or adult with autism.

2. Preference for routine and predictability

Many people with autism function best when their environments are predictable and routine. Crowds and long lines can lead to uncertainty and discomfort for someone with ASD.

3. Managing community challenges

Families affected by autism may choose not to go to an event to avoid having to explain a child's behavior in public. Unusual behaviors often are a sign that an autistic person is excited about or is working hard to be in a certain place or situation. People who don't know about autism often misunderstand and wrongly judge these behaviors.

Source:

<https://jewishmiami.org/How.To.Make.Your.Events.More.Autism.Friendly.pdf>

What can you do to make the event "autism-friendly"?

Providing accommodations to help support individuals with autism and their families at an event is simple and can make all the difference for an enjoyable outing. Here's what you can do:

1. Support sensory differences

- Designate a section for attendees with autism and their families. A separate section allows you to make sensory modifications, like dimmer lights and reduced volume, in one area while leaving the rest of the space as is.
- Have a quiet room where people can go if they are feeling overwhelmed. Quiet rooms can include calming activities like coloring; calming items like yoga balls; and comfortable seating like bean bag chairs.

2. Promote routine and predictability

- Use visuals, like maps, arrows, signs and photos, throughout the event space to help support visitors with autism.

3. Create an inclusive environment

- Announce that the event is autism-friendly so that attendees and employees are aware of the supports available for individuals with autism and their families.
- Consider providing training to staff on best practices to support autistic people and their families.

If your business is interested in pursuing deeper training toward an autism-friendly designation, please contact help@autismspeaks.org.

We're here to help.

(888) AUTISM2 help@autismspeaks.org | En Español (888) 772-9050 ayuda@autismspeaks.org

(Alliana Hancott, Centre Director, Cawthra)

Tips for Educators

@TheDaycareTeacher

Goldilocks and the Three Bears

Book:
Read a toddler-friendly version of Goldilocks and the Three Bears.



Gross Motor Skills:
Walk like Papa Bear (stomps), Mama Bear (steps), and Baby Bear (tiptoes).

Craft:
Make bear faces using paper plates, glue, and pre-cut paper shapes for ears and noses.

Sensory Bin:
Fill a bin with oats, spoons, and small bowls for scooping and pouring.

Learning:
Size comparison (big, medium, small) and role-playing.

@TheDaycareTeacher

Little Red Riding Hood

Book:
Read Little Red Riding Hood with a focus on the journey through the woods.



Gross Motor Skills:
Obstacle course. Pretend to walk through the woods, jump over logs, and tiptoe past the wolf.

Craft:
Decorate paper baskets with crayons and stickers.

Sensory Bin:
Fill with leaves, pinecones, and small animal figurines to explore the "forest."

Learning:
Story sequencing and exploring nature.

@TheDaycareTeacher

Jack and the Beanstalk

Book:
Read Jack and the Beanstalk with dramatic emphasis on the giant's "Fee-fi-fo-fum!"



Gross Motor Skills:
Climb a "beanstalk." Tape a green paper vine to the wall and pretend to climb.

Craft:
Finger-paint vines on large paper.

Sensory Bin:
Add dried beans, scoops, and small cups for sorting and pouring.

Learning:
Counting and plant growth concepts.

@TheDaycareTeacher

The Princess and the Frog

Book:
Read a toddler-friendly version of The Princess and the Frog.



Gross Motor Skills:
Frog Hopping Game. Pretend to hop from "lily pad to lily pad" (use green paper circles on the floor).

Craft:
Frog handprint art (paint hands green, stamp on paper, add eyes).

Sensory Bin:
Water, plastic frogs, lily pads (foam or paper), and small cups for scooping and pouring.

Learning:
Coordination, water play, and creativity.

(Alliana Hancott, Centre Director, Cawthra)

@TheDaycareTeacher

Cinderella

Book:

Read a toddler-friendly version of Cinderella.



Gross Motor Skills:

Dance like you're at the ball. Play music and encourage twirling and spinning.

Craft:

Make simple crowns with pre-cut paper strips and stickers.

Sensory Bin:

Kinetic sand with toy shoes and small gems to "find the slipper."

Learning:

Imagination and self-expression.

@TheDaycareTeacher

The Three Little Pigs

Book:

Read The Three Little Pigs with fun voices for each pig and the wolf.



Gross Motor Skills:

Huff and puff to blow ping pong balls.

Craft:

Make pig faces with pink paper circles, googly eyes, and glue.

Sensory Bin:

Straw, sticks, and foam blocks for building.

Learning:

Problem-solving and building skills.

Calm-Down Tools for Childcare Days

Birthday Candles

Blow out your "candles" one finger at a time. Slow breaths help our bodies settle.

Balloon Breathing

Fill your belly like a balloon... slow inhale, slow exhale.

Wiggly Jellyfish

Shake out the busy energy—arms, legs, whole body!

5-4-3-2-1 Reset

5 things you see
4 you feel
3 you hear
2 you smell
1 you taste

Gentle Circles

Slow circles on your hands or arms can help your body feel safe again.

Heart Hug

Wrap your arms around yourself—sometimes we need our own comfort.

Star Stretch

Stretch wide like a star... then relax.

Lemon Squeeze

Squeeze tight... then let go. Feel the difference.

Because big feelings happen in little people... and in us too.

memoirsofadaycarelady.ca

Clothing/Mess

If you love the (child's) outfit, leave it at home.

Your child should be getting messy at school.

Paint, mud, water, glue, grass. This is the work.

Messes wash out. Clothes will be outgrown. What they're building in their brain won't.

Sensory input and hands on experience wire the brain for focus, problem solving, and creativity.



Photo source:

<https://www.facebook.com/photo/?fbid=963812402832293&set=pcb.963812429498957>

(Alliana Hancott, Centre Director, Cawthra)



Risk/Bumps

Your child should (at times) be coming home with bumps, lumps, scrapes, etc.

If they aren't, that's actually far more concerning.

Children need to move, climb, fall, figure things out, & build confidence in real time.

This builds coordination, body awareness, & risk assessment.

Vestibular & proprioceptive systems support regulation and attention (which happens through big body movement and appropriate risky play).



Rest/Sleep

Please don't ask teachers to keep your child awake at nap.

Sleep supports brain health, memory consolidation, emotional regulation, and learning.

If your child needs sleep, they should sleep.

It also matters for the classroom. Teachers are supporting multiple children, managing transitions, and taking required breaks.

Keeping one child awake doesn't just affect them. It impacts the entire room.

Source:

<https://www.facebook.com/photo/?fbid=963812402832293&set=pcb.963812429498957>

(Alliana Hancott, Centre Director, Cawthra)

Why do Meaningful Moments happen in Child Care?



Every day in childcare is full of chances to help children learn and grow. These are not just big lessons or #planned activities - they happen all day long during play, snacks, routines, and conversations. Teachers who notice and use these moments help children build strong skills in language, thinking, social play, and self-confidence.

Meaningful learning moments happen when a teacher pauses, notices, and interacts with intention. These moments make everyday activities into learning opportunities.

What Is a Meaningful Learning Moment?

A meaningful learning moment is a short interaction between a teacher and a child that supports the child's development. It does not need special materials or long planning. It simply turns a normal part of the day into a time for learning.

Examples of meaningful learning moments:

- Asking a child to describe what they are building with blocks
- Counting steps while walking outside
- Naming colors during clean-up time
- Listening and responding when a child tells a story

These moments help children learn language, thinking, social skills, and confidence.

(Ruby Hathatway, Assistant Centre Director, Brampton)

How Can Teachers Use Play to Support Learning?

Play is one of the most powerful places for learning. When teachers join in play in a thoughtful way, children turn fun moments into growth moments.

Ways to support meaningful learning during play:

- Sit with children and follow their lead
- Use new words to describe what children are doing
- Ask open questions like "What will happen if...?"
- Encourage children to solve problems with support

Play becomes meaningful when teachers observe, respond, and extend children's thinking.

Simple Steps Teachers Can Do Right Now

You can start creating meaningful learning moments today with these easy steps:

- Watch and listen to children during routines and play
- Ask questions that extend thinking
- Use children's interests to plan activities
- Talk and describe actions as children play
- Reflect at the end of the day on what worked well

These simple actions help every moment become a chance to learn and grow.

Reference:

<http://www.childcareed.com/a/creating-meaningful-learning-moments-in-childcare.html>

(Ruby Hathatway, Assistant Centre Director, Brampton)

Tips for Parents



Image source: <https://www.childcareed.com/a/creating-meaningful-learning-moments-in-childcare.html>

It can be overwhelming sometimes as a parent to feel you are not doing enough for your children. This does not have to be the case. You do not have to follow a structured program, have activities at the ready or have a huge chart with a grand plan; you have a desire to interact with your child. If you want to intentionally add learning to your day, speak more to your children.

Children like to ask a million questions. It is now your turn to ask the questions. This does not have to cost any extra money. The next time you are doing anything, think, "What can I ask my child about what they are doing?"

- ▶ Doing the laundry - counting socks, matching socks, finding colours, shapes
- ▶ Digging in the garden - ask about the dirt, bugs, rocks, seeds, plants, weeds, grass
- ▶ Cooking - talk about textures, soft, hard, shapes, colours, and how the food grows
- ▶ Nature walk - bugs, animals, where they live, trees, leaves, sticks

The sky's the limit when looking for learning experiences. Remember everything, every day, and everywhere you go can be a learning experience if we continue to evolve them in our experiences. No extra things and nothing forced, just real, meaningful moments and experiences

It is the best feeling in the world to see your child learning. Your children do not necessarily need a classroom, they need your time, your patience, your enthusiasm, your focus, they just need you.

(Ruby Hathaway, Assistant Centre Director, Brampton)

Employees of the Quarter



"It's an honour to be selected as the Employee of the Quarter. My name is Tessar; I have worked with Mini-Skool for 12 years. In the past 12 years, I've had the privilege of working with children ranging from infancy to school-agers. I enjoy working with the children and my colleagues. Each day teaches me something new, and I truly enjoy growing in my role and learning administration skills as a backup assistant director, as well as being part of all the committees, such as the Licensing Committee and the Health and Safety Committee."

"We are proud to recognize Tessar as our Employee of the Quarter. She consistently demonstrates exceptional dedication and professionalism in her role as a RECE. A true hard worker, Tessar approaches each day with a strong sense of responsibility and always goes above and beyond to support both her colleagues and the children in her care. Her ability to take initiative ensures that tasks are completed efficiently, and she is always willing to step in wherever needed. As a team player, Tessar fosters a positive and collaborative environment, contributing to the overall success of the classroom and centre. Her bubbly personality brings warmth and joy to those around her, and her genuine love for working with children is evident in the meaningful connections she builds with them each day. Her enthusiasm, kindness, and commitment make her an invaluable member of our team."

Renise and Betty, Centre Managers, Bromsgrove



"This month, Jessie Freitas and Vera Goncalves were chosen as the Employees of the Quarter. Both staff members have been so helpful in supporting our Kitchen over the past year. We have had our challenges, and both Jessie and Vera have jumped in to help whenever they are needed. Whether it be to help train a new chef or fill in when our chef is not available. They are both great educators and team players, and we are so happy to have them as part of our Mini-Skool Family."

Christine Halliday, Centre Director, Brampton



“My name is Novelette, and I am a dedicated Early Childhood professional with more than 40 years of experience serving children and families in a variety of roles. Throughout my career, I have worked as an Early Childhood Educator and supervisor in my home country, and I currently continue my passion for supporting young learners as a non-ECE assistant. Beyond my professional life, I have been happily married for over 40 years and am the proud mother of three beautiful children and grandmother of seven grandchildren. My love for family is at the heart of everything I do. I also find joy in nature and in peaceful walks, which reflect my calm, nurturing spirit and deep appreciation for life’s simple blessings. My years of experience, compassion, and commitment to Early Childhood Education have shaped my voice and continue to inspire the way I connect with others. Today, I am honoured to be working alongside the Mini Skool staff. Together, we can make such a difference in the lives of those we are entrusted with. Thank you for the recognition in the lives of these children.”

“Congratulations to Novelette, our Employee of the Quarter! Novelette is being recognized for her consistent dedication, professionalism, and dependable presence on our team. She is always punctual, reliable, and prepared, setting a strong example for others through her commitment to excellence. Her positive attitude, strong work ethic, and willingness to support both children and colleagues contribute to the smooth daily operation of our centre. Novelette’s consistency, teamwork, and caring approach make her truly deserving of this recognition. Thank you, Novelette, for all that you do. We are proud to celebrate you!

Ntsiki & Javair, Centre managers, Bramalea

Our Centres' Activities, Events, and Celebrations

Mini-Skool SickKids Walkathon

Cawthra centre



Bromsgrove centre



Brampton centre



Bramalea centre



Richmond Hill

SickKids Walkathon 2026



March Break



Iranian New Years Day



Bromsgrove



Bromsgrove



Bramalea

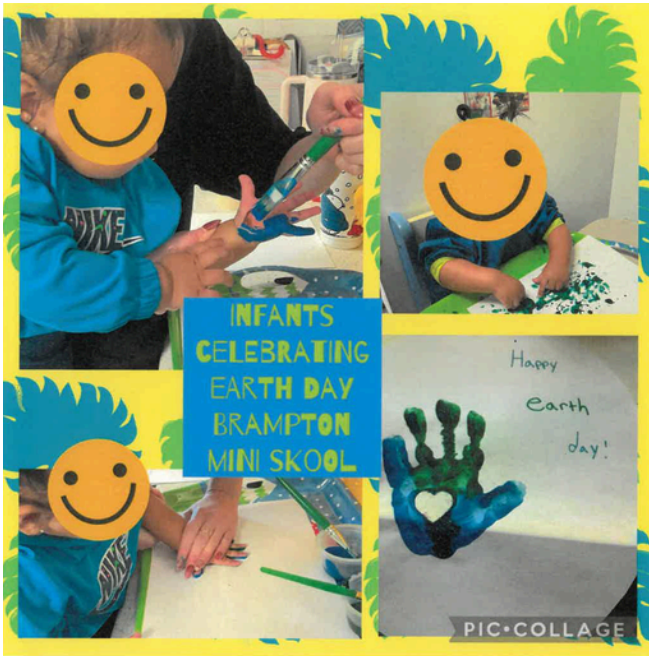


Brampton

Room 5 Toddler Classroom
Children are enjoying washing their babies and cars, pouring water on their toys with bubbles and sponges. This is a hands-on activity with water to stimulate a child's sense of sight, sound, and touch activity.



Brampton



Cawthra



St. Patrick's Day Activities



Cawthra



Cawthra





Mini-Skool Team, You are Awesome at what you do!

Your leadership, professionalism, and unwavering commitment to our children, families, and communities continue to make a meaningful difference each season. Your dedication to providing high-quality care and service has helped Mini-Skool maintain its reputation for excellence and its competitive edge in serving the GTA community.

Thank you for your hard work, dedication, and the positive impact you make every day. Your contributions are truly valued and appreciated.

Your ideas are important and are appreciated. Please email your submissions for our **Summer 2026 Newsletter by Thursday, July 16, 2026**, to gail@mini-skool.ca.