



SUMMER 2026 NEWSLETTER

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Letter of Inspiration

Dear Mini-Skool Family,

I hope your summer, despite the unusual weather, was filled with interesting and fun activities! I trust that you created many engaging experiences for the children, ones that they will remember for years to come. I also hope you found some time to focus on your own wellness and the importance of taking care of yourself.

As we begin another season together, I would like to focus on an important workplace topic: ***Equity and Equality: understanding the difference.***

From time to time, I hear comments such as:

·“Why does she get to leave and I don’t, even though I wrote in the communication book first? It’s not fair.”

·“How come she gets to stay in this classroom while I am reassigned when management determines it is necessary? It’s not fair.”

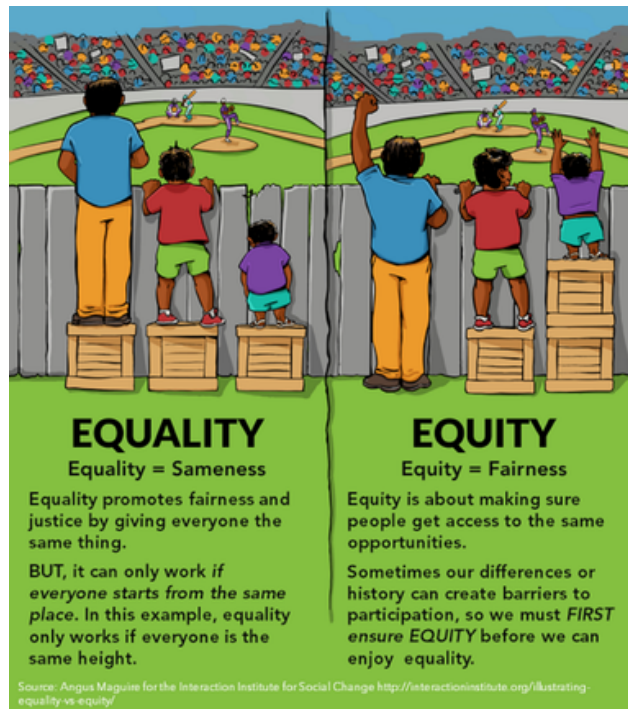
·“Why does she get a permanent shift and I don’t? It’s not fair.”

Comments such as these have led me to think about our collective understanding of equality, equity, and fairness in the workplace.

In simple terms, **equality** means treating everyone the same or providing everyone with the same opportunity or resource. **Equity** recognizes that individual circumstances may be different and that achieving a fair outcome may sometimes require a different response.

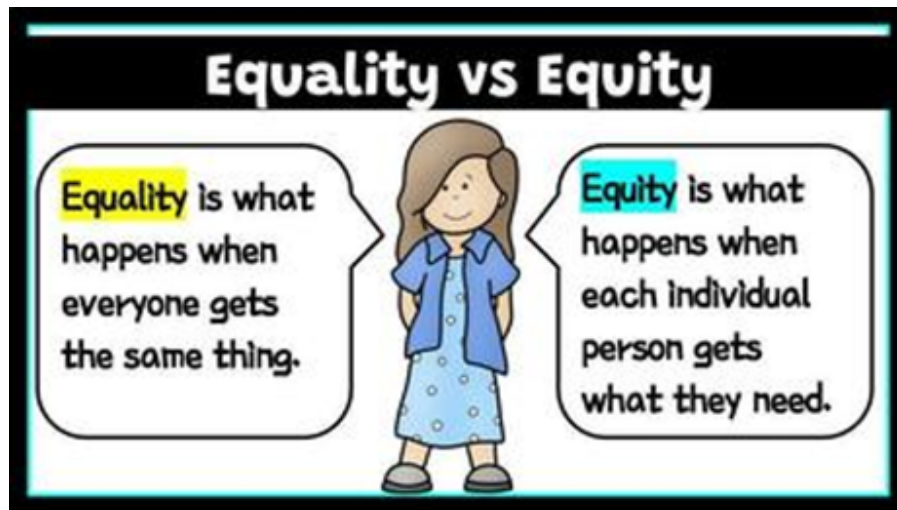
Consider a situation where several employees would like to leave work early. One employee, however, becomes unwell during the day, and the Centre Director determines that the employee should go home. Treating every request exactly the same simply because several employees want to leave early would not necessarily produce a fair or appropriate result. Circumstances differ, so the response may need to differ. This is an example of **equity** in practice.

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



The same principle can apply to scheduling, workplace accommodations, classroom assignments, leaves, modified duties, and many other management decisions. Management may need to consider information, individual circumstances, operational requirements, or legal obligations when making a decision. Importantly, some of this information may also be ****confidential****. Management cannot always explain why another employee has received a particular accommodation, schedule, assignment, or consideration. As a result, what may appear unequal from the outside may have a legitimate and appropriate reason. Fairness does not always mean that everyone receives exactly the same thing. Fairness means making decisions thoughtfully and consistently, with consideration for individual circumstances and organizational responsibilities. Before concluding that something is “not fair,” I encourage each of us to remember that we may not have all the information surrounding another person's circumstances. Understanding the difference between **equality and equity** helps us build a workplace where we can respect individual needs while continuing to support one another as a team.

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



Here are two definitions and distinctions that further illustrate the difference between **equality** and **equity**:

- *“**Equality** means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances, and allocates the exact resources and opportunities needed to reach an equal outcome.”*
- *“**Equality** requires that everyone receives the same resources and opportunities, regardless of circumstances and despite any inherent advantages or disadvantages that apply to certain groups. Equity, on the other hand, considers the specific needs or circumstances of a person or group and provides the types of resources needed to be successful.”*

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

EQ

The Showdown

EQUITY vs. EQUALITY

Know the Difference!

Ever wondered about the distinction between equity and equality? It's time to unravel the mystery! In this epic battle of fairness, we'll break down the key differences between these two concepts in a fun and engaging way.



EQUITY

- Focuses on fair distribution based on individual needs and circumstances
- Recognizes that people have different needs and allocates resources accordingly
- Addresses systemic and historical barriers that result in unequal outcomes

EQUALITY

- Involves treating everyone the same and providing the same resources or opportunities
- Assumes that everyone starts from the same level and requires the same support
- Aims to create a level playing field by providing the same starting point for everyone

In the battle of equity vs. equality, it's crucial to understand the nuances that shape our approach to fairness. Equity acknowledges diversity and strives to level the playing field, while equality aims to provide uniform treatment. By grasping these distinctions, we can foster a more inclusive and just society for all.



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

Reference:

Source:

“Equality vs. Equity” illustration by Angus Maguire, commissioned/adapted by the Interaction Institute for Social Change (IISC).

Educational graphic, “Equality vs. Equity,” source/creator unknown. Image obtained online.

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

News from the Health and Safety Committee



News from the Health and Safety Committee:

Summer 2025

MANAGING HEAT STRESS: A GUIDE FOR EMPLOYERS AND EMPLOYEES

As summer begins and temperatures soar, the risk of heat stress becomes a significant concern for both outdoor and indoor workers. Prolonged exposure to extreme heat can lead to serious health issues, reduced productivity, and even life-threatening conditions. It's crucial for employers to take proactive steps to manage heat stress and ensure the safety and well-being of their employees.

Indoor workers, such as those in classrooms and kitchens, often face heat stress from poor ventilation, heat-producing equipment, and high humidity levels. These conditions can lead to discomfort, fatigue, and more serious heat-related illnesses. Improving ventilation, using cooling devices, and ensuring regular breaks in cooler areas can help mitigate these risks.

As childcare teachers also work outside, they face direct sun exposure and high ambient temperatures, which can exacerbate heat stress, especially during physically demanding tasks. To protect outdoor workers, it's essential to provide shade, schedule work during cooler times of the day, and ensure frequent hydration breaks. Training on recognizing heat stress symptoms, such as dizziness, nausea, and heat cramps, is crucial for all workers. Implementing comprehensive heat stress prevention programs can safeguard the health and well-being of both indoor and outdoor workers.

(Dave Diaz, Human Resource Manager 7 Health & Safety Rep., Head Office)



UNDERSTANDING HEAT STRESS

Heat stress occurs when the body cannot cool itself enough to maintain a healthy temperature. This can lead to heat-related illnesses such as heat cramps, heat exhaustion, and heat stroke. Symptoms can range from mild discomfort to severe, life-threatening conditions. Heat cramps involve muscle pain or spasms, usually in the legs or abdomen. Heat exhaustion is more severe, characterized by heavy sweating, weakness, cold or clammy skin, fast or weak pulse, nausea, vomiting, and fainting. Heat stroke is the most dangerous condition, where the body temperature rises above 103°F, and symptoms include hot and dry skin, rapid pulse, confusion, and loss of consciousness. Heat stroke is a medical emergency and requires immediate attention.

PREVENTIVE MEASURES FOR EMPLOYERS

Educating and training employees about the risks of heat stress and the symptoms of heat-related illnesses is essential. Employees should be encouraged to recognize symptoms in themselves and others and to report any signs of heat stress immediately. Implementing heat-related policies is also crucial. Establish a heat stress management plan that includes regular breaks, access to shade, and hydration protocols. Scheduling strenuous tasks during cooler parts of the day, such as early morning or late afternoon, can significantly reduce the risk of heat-related illnesses.

Providing adequate hydration is another key preventive measure. Ensure that employees have easy access to cool, potable water and encourage them to drink small amounts frequently, even if they are not thirsty. Drinks with caffeine should be avoided, as they can contribute to dehydration. Monitoring workplace conditions using heat index charts or monitoring tools helps assess risk levels and implement

(Dave Diaz, Human Resource Manager 7 Health & Safety Rep., Head Office)

appropriate control measures. Adjust workloads and provide additional breaks during extreme heat conditions.

Appropriate clothing and equipment also play a vital role in preventing heat stress. Encourage the use of lightweight, light-colored, and loose-fitting clothing. Consider providing personal protective equipment (PPE) designed for hot environments, such as cooling vests or hats with brims.



TIPS FOR EMPLOYEES

Staying hydrated is one of the most important ways to prevent heat stress. Drink plenty of water throughout the day and don't wait until you're thirsty to drink. Replenish electrolytes with sports drinks if you're sweating heavily. Taking regular breaks in shaded or air-conditioned areas helps your body cool down. Rest more frequently in extreme heat, especially if you feel any symptoms of heat stress.

Dressing appropriately for the weather is crucial. Wear loose, lightweight, and light-colored clothing to help keep your body cool. Use hats and sunscreen to protect yourself from direct sunlight. Being aware of your health is also essential. Pay attention to how you feel, and if you experience symptoms of heat-related illnesses, inform your supervisor immediately. Look out for your coworkers as well. If someone appears to be suffering from heat stress, seek help right away.

(Dave Diaz, Human Resource Manager 7 Health & Safety Rep., Head Office)

Here are some quick tips to keep in mind:

- **Hydrate frequently:** Drink water every 15-20 minutes.
- **Take breaks:** Rest in shaded or cool areas regularly.
- **Dress smart:** Wear loose, light-colored clothing.
- **Monitor health:** Be aware of symptoms and seek help if needed.

CONCLUSION

Managing heat stress is a shared responsibility between employers and employees. By implementing preventive measures and staying vigilant, we can protect ourselves and our colleagues from the dangers of extreme heat. As we face another hot summer, let's prioritize safety and well-being in the workplace. Stay cool, stay safe, and take care of each other!

(Dave Diaz, Human Resource Manager & Health & Safety Rep., Head Office)

Child Care Centre Licensing Standards



Child Care Licensing System

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)

**Child Care and Early Years Branch | Early Years and
Child Care Division
Ministry of Education | Ontario Public Service**



SERIOUS OCCURRENCE

What is a Serious Occurrence?

1. Death of a child.
2. Abuse/Neglect and Allegation of Abuse/Neglect.
3. Life- threatening Injury or Illness.
4. Missing or Temporarily Unsupervised Child(ren).
5. Unplanned Disruption of Service.

When to Report?
Report within 24 Hours!

All Serious Occurrences must be reported to the ministry within **24 hours** of the licensee, supervisor or their designate becoming aware of the incident.

How to Report?



1. LOG IN TO CCLS



2. COMPLETE THE SERIOUS OCCURRENCE REPORT



3. CLICK SUBMIT

IF CCLS IS UNAVAILABLE OR INACCESSIBLE:



Call or Email Your Inspector within 24 Hours!

Reminder!

- Complete and post the Serious Occurrence Notification Form in a conspicuous place in the centre.

For more information, please refer to the [Child Care Centre Licensing Manual](#)

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

Allegation of Abuse/Neglect

Myth: If Children’s Aid Society (CAS) does not follow up on an allegation of abuse/neglect, a serious occurrence does not need to be reported to the Ministry of Education.

Fact: Regardless of CAS’s decision, the licensee must still report the serious occurrence to the ministry. The duty to report to the ministry is separate from CAS’ decision.

Myth: A serious occurrence does not need to be reported within 24 hours if the supervisor is unavailable or CCLS cannot be accessed.

Fact: A serious occurrence must be reported within 24 hours of the licensee, supervisor and/or the designate becoming aware of the incident, regardless of the supervisor’s availability or CCLS access. If CCLS is unavailable, the ministry must still be notified by email or phone within the 24-hour period, and the report must be completed in CCLS as soon as possible.

Myth: If CAS is already notifying the Ministry about an allegation of abuse/neglect, the program does not need to report a serious occurrence.

Fact: A serious occurrence must still be reported to the Ministry within 24 hours of becoming aware of the incident, regardless of whether another party has also reported it.

Myth: A serious occurrence does not need to be reported if the licensee conducted an internal review and there were no evidence that the incident occurred.

Fact: Any incident that meets one of the five serious occurrence categories must be reported to the ministry. This includes allegations of abuse or neglect, even if they have not been verified. Because the category includes allegations, any concern raised must be reported, regardless of whether it is confirmed. In addition, if a licensee, staff member, volunteer, or student suspects that a child may be in need of protection due to abuse or neglect, they are required to report this suspicion to the local [Children’s Aid Society \(CAS\)](#).

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

Life-threatening Injury or Illness

Myth: A serious occurrence is not required if 911 is not called during a medical incident.

Fact: A serious occurrence must still be reported, even if 911 is not called. Life-threatening injuries or illnesses include any incident with the potential to cause death, such as an anaphylactic reaction requiring an EpiPen.

Missing or unsupervised child(ren)

Myth: A serious occurrence is not required if a child is left unsupervised but not injured.

Fact: A serious occurrence must still be reported if a child is unsupervised, even if no injury occurs. This falls under the “Missing or Temporarily Unsupervised Child(ren)” category.

Resources:

- [CCEYA licensing manual](#)
- [Child Care and Early Years Act \(CCEYA\) and its regulations](#)

(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

Continuous learning & professional development

The College of Early Childhood Educators' Spring 2026 Employer Newsletter has an excellent piece on creating a culture of continuous learning and professional development for RECEs.

Article: Fostering a culture of continuous learning, improvement and professional development for educators

Author: Kristine Parsons

The College highlights how everyday knowledge sharing, mentorship and reflection can contribute to professional growth.

One suggestion is particularly practical: use staff-meeting time for professional learning rather than using every meeting exclusively for operational reminders. Educators who attend workshops or training can also share what they've learned with their colleagues.

The College also recommends creating a designated place where staff can share interesting articles, podcasts and professional resources.

Great newsletter takeaway: Professional learning doesn't always have to be something we attend—it can also be something we share.

[Employer Newsletter – Spring 2026 | Welcome to the College of Early Childhood Educators](#)

(Renise McLeod, Centre Director, Bromsgrove)

Movement & physical activity for ECEs

“Physical activity levels of early childhood educators: A systematic review and meta-analysis” – *Child: Care, Health and Development*, 2026.

Newsletter recap:

ECE work is physically demanding, but being physically active at work doesn't necessarily mean educators are getting the kind of movement that supports their own health and well-being. This new systematic review brings together research examining physical activity levels among early childhood educators.

It opens up an interesting conversation about educator well-being and the physical demands of the profession. Bending, lifting, sitting on the floor, moving equipment, cleaning, supervising outdoors and being constantly responsive to children all place demands on educators' bodies. “We spend our days encouraging children to move—how are we taking care of our own bodies?”

Staff reflection:

“What is one small change we could make in our daily routines to support our own physical well-being?”

(Renise McLeod, Centre Director, Bromsgrove)

The Importance of Self-Care



Men's Mental Health - Self-Care ([thevidaclinic](https://thevidaclinic.com))

Too often, men are taught to “tough it out,” to stay silent, stay strong, and keep pushing. But strength doesn't mean carrying everything alone.

🧠 Prioritizing your mental health through rest, therapy, movement, or simply checking in with yourself isn't a luxury; it's a necessity.

This Men's Mental Health Month, let's rewrite the narrative:

➡ Taking care of yourself is masculine. ➡ Vulnerability is power. ➡ Your well-being matters.

Tag a man you care about. Remind him: “It's okay to slow down, speak up, and take care.” 💙



Reference: <https://www.instagram.com/p/DLA4HDoJJ-C/>

[#MensMentalHealth](#)
[#VidaClinic](#) [#SelfCaSelf-CareMen'sreForMen](#)
[#MentalHealthAwareness](#)
[#BreakTheStigma](#)
[#StrongAndSensitive](#)

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

SELF-CARE ideas for men

1. Hit the gym
2. Go for a long walk
3. Try yoga or stretching
4. Schedule a massage
5. Take a relaxing bath
6. Experiment with skincare
7. Shave or groom mindfully
8. Dress sharp for no reason
9. Join a recreational sports league
10. Try a new hairstyle or haircut
11. Set daily goals
12. Declutter your space
13. Journal your thoughts
14. Read a book
15. Practice mindfulness
16. Plan a day off
17. Try a new hobby
18. Listen to a podcast
19. Start a gratitude journal
20. Take a break from screens
21. Call a close friend or family member
22. Join a men's support group
23. Spend time with your pet
24. Say "no" to something
25. Watch a movie that makes you laugh
26. Write a letter to your future self
27. Forgive yourself for mistakes
28. Celebrate a small win
29. Listen to your favorite music
30. Let yourself feel
31. Cook a meal from scratch
32. Take a road trip or drive to unwind
33. Build something with your hands
34. Explore a new hiking trail
35. Spend time gardening or tending to plants
36. Attend a live concert or event
37. Volunteer for a cause you care about
38. Practice deep breathing exercises



YOURGIRLKNOWS.COM

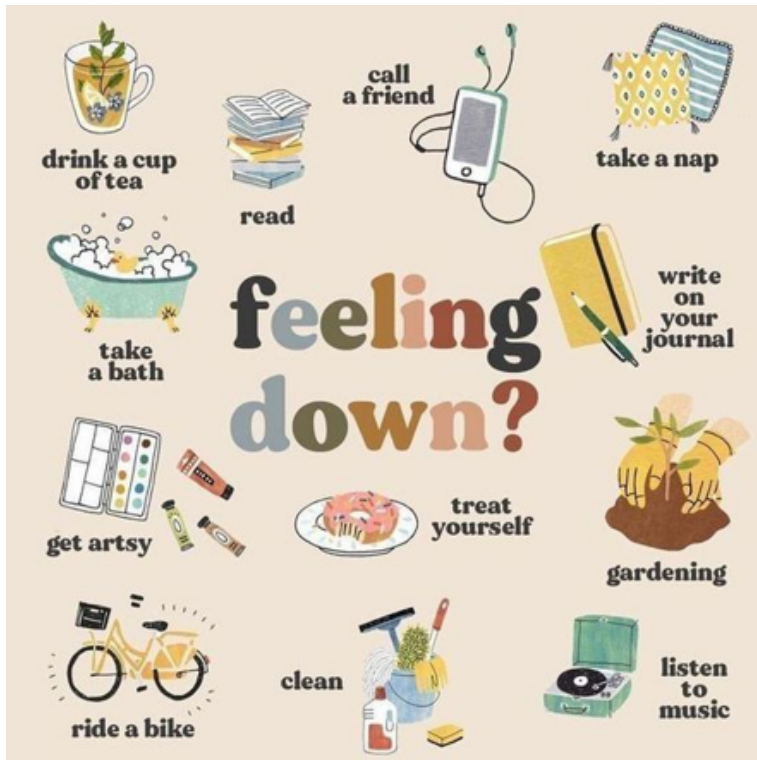
Pinterest: Written by [Harrman Kaurr](#) (yourgirlknows)

Reference: <https://ca.pinterest.com/pin/16255248650814386/>

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

The Mustang Messenger

Alanna Fuson, Opinions Editor | March 16, 2022



Oftentimes, people tend to place others' needs and wants on a pedestal above their own. We want to ensure that the people we cherish are delighted and content. However, self-care is crucial. If we don't take care of ourselves, we will find ourselves feeling empty or incomplete. You may feel as if you don't have time, or don't know where to start taking better care of yourself. But, I have created a list of 15 ideas, small and big, to spark a little bit of extra joy for yourself, so that you can be thriving to your full potential!

1. Take a warm bath
2. Do a face or hair mask
3. Go for a walk and listen to a podcast, your favorite playlist, or just enjoy the peaceful silence!
4. Take yourself on a coffee or ice cream date
5. Order your favorite take out
6. Watch your favorite movie or tv show
7. Have a dance party and sing to your favorite music
8. Burn a candle and read a book or magazine
9. Put on your favorite outfit
10. Go to bed early or sleep in late
11. Write a letter to an old friend or family member
12. Stretch or do yoga
13. Write/post sticky notes with compliments to yourself on your mirror
14. Take a 10 or 90 minute nap to feel rested
15. Turn off electronics and journal about anything- your day, future goals, etc!

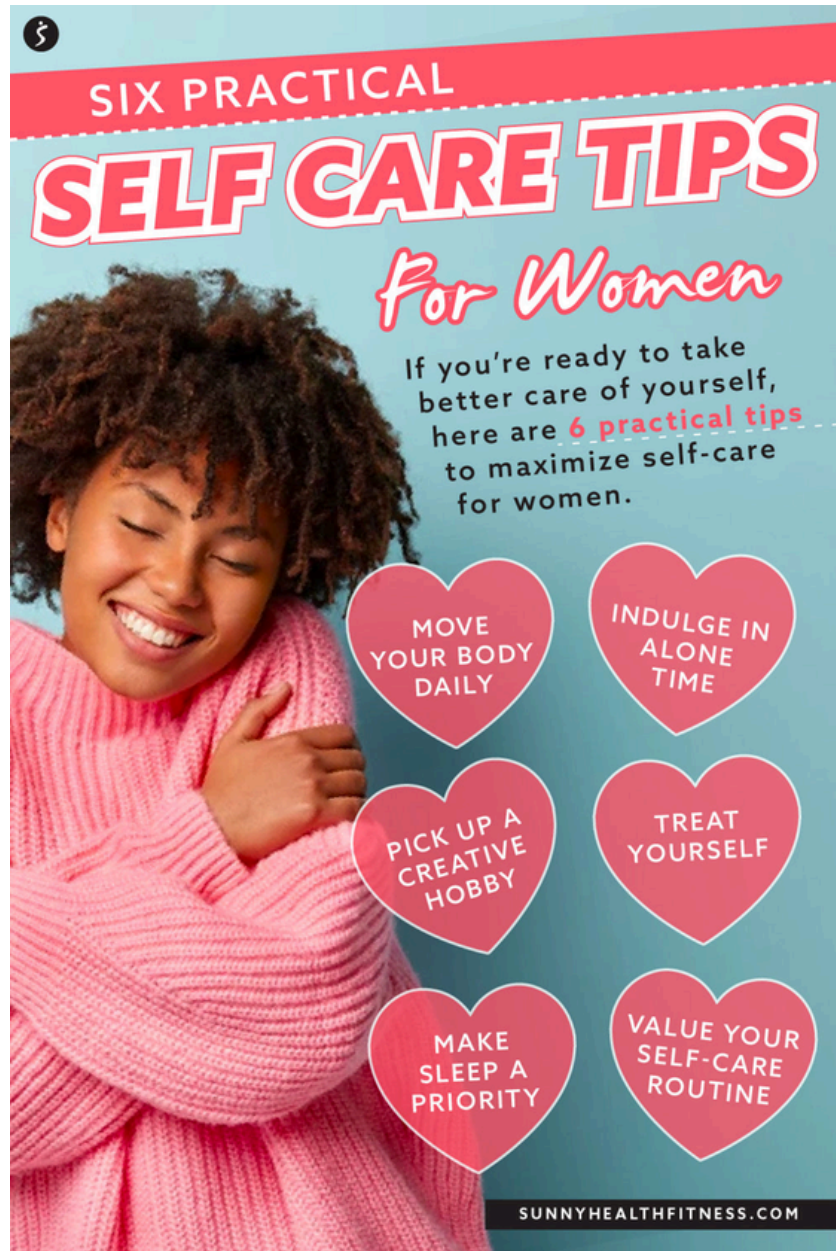
(Gail Williams-Miller, Marketing and Program Support Manager, Head Office)

Six Practical Self-Care Tips for Women

Sydney Bueckert

Fitness Trainer

CES, FNS, GPTS, NASM-CPT



Reference: https://sunnyhealthfitness.com/blogs/health-wellness/6-practical-self-care-tips-for-women?srltid=AfmBOopzPqKM2ic-1p-mUiAjspF6NLyIpimFuqoC_ILse3ToHI9xi712

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

Tips for Educators

EVERY TRANSITION Matters! ♥

♥ Our Commitment to Safe & Confident Supervision ♥

At Mini-Skool, every transition is an opportunity to keep children safe, connected, and supported.



SEE EVERY CHILD

- ♥ Position yourself so every child is visible.
- ♥ Keep scanning the environment.
- ♥ Stay actively engaged with the children.



COUNT EVERY TIME

- ♥ Head count before leaving.
- ♥ Head count during transitions.
- ♥ Head count upon arrival.
- ♥ Count whenever children or staff change.



KNOW YOUR NUMBERS

- ♥ Attendance records stay accurate.
- ♥ Small group and transition records are completed.
- ♥ Every educator knows exactly how many children are in their care.



COMMUNICATE CLEARLY

- ♥ Confirm child counts during staff changes.
- ♥ Communicate before anyone leaves the group.
- ♥ Work together to ensure every child is accounted for.



MOVE WITH PURPOSE

Transitions are not "travel time" – they are supervision time.



SEEN



COUNTED



SUPPORTED



SAFE

Children should always be:



Our Safety Promise

Every child. Every transition. Every time.

Children thrive when they feel safe.
Safe children are created through
attentive, intentional educators.



A place to learn. A place to grow.

Thank you for your care, teamwork and commitment to our children every day! ♥

(Alliana Hancott, Centre Director, Cawthra)



SUMMER CROCKPOT RECIPES

CHICKEN POT PIE

- 3 boneless chicken breasts
- 1 can Cream of Chicken Soup (10.5 oz)
- 1 cup Milk
- 1/2 onion chopped
- 4 potatoes (peeled and diced)
- 16 oz bag of Frozen mixed vegetables
- 1/2 cup chopped celery
- 1 tsp Garlic powder
- 1/2 tsp Poultry Seasoning
- 1 tsp Salt
- 1/2 tsp Pepper
- 16 oz Grands Biscuits



TUSCAN CHICKEN

- 3 chicken breasts (filleted into 6 pieces)
- 1 jar Alfredo Sauce (15 ounces)
- 1/2 cup Sun Dried Tomatoes (chopped)
- 1 teaspoon Italian Seasoning
- 1/4 cup grated parmesan cheese
- 1 cup Baby Spinach



CRACK CHICKEN

- 2 lbs boneless chicken breasts
- 8 oz cream Cheese (block)
- 1 dry ranch dressing seasoning
- 6 strips bacon
- 1 1/2 cup cheddar cheese
- 1/4 cup green onions (sliced)
- 6 hamburger buns



SOUTHWEST CHICKEN & RICE

- 4 Chicken Breasts
- 1 Onion Diced
- 1 can Black Beans Drained and Rinsed
- 1 can Corn Drained
- 1 can Cream of Chicken Soup
- 1 can Diced Tomatoes with Green Chiles
- 1 cup Milk
- 1 Tbsp Taco Seasoning
- 1 tsp Paprika
- 1 tsp Pepper
- 2 cups Cooked White Rice
- 2 cups Sharp Cheddar Cheese



CHICKEN TORTILLA SOUP

- 3 boneless chicken breasts (can be frozen)
- 1 can black beans Rinsed and Drained
- 1 cup corn
- 1/2 onion chopped
- 1 can Diced Tomatoes with Green Chiles
- 1 can Crushed Tomatoes 14.5 oz
- 4 cups Chicken Broth
- 2 tsp Chili powder
- 2 tsp Cumin
- 1 Tsp Garlic Salt



CILANTRO LIME CHICKEN

- 3 boneless skinless chicken breast
- 1 can tomato sauce (15 ounces)
- 1 bunch cilantro (chopped)
- 1 lime juiced
- 1 Tablespoon chili powder
- 1 Tablespoon cumin
- 1/2 teaspoon Garlic Salt
- 1/2 teaspoon Salt
- 1/2 teaspoon Pepper



ROAST

- 2 to 3 lbs roast
- 15 lbs any potatoes
- 4 carrots peeled and cut into chunks
- 1/2 onion cut into chunks
- 4 cups beef stock or broth one carton
- 1 teaspoon minced Garlic
- 1/2 teaspoon Italian Seasoning
- 1/2 teaspoon salt
- 1/2 teaspoon pepper
- 1/4 cup water for the gravy
- 2 tablespoons cornstarch



STREET TACOS

- 1 tablespoons Olive oil
- 3 lbs flank steak
- 1/2 white onion (chopped)
- 1 cup beef broth
- 1 bunch cilantro (chopped)
- 1 teaspoon salt
- 1 teaspoon pepper
- 2 teaspoons minced garlic
- 1 tablespoon chili powder
- 1 teaspoon paprika
- 1 teaspoon cumin
- 2 fresh limes (juiced)
- 1/4 cup butter
- 24 mini corn tortillas



CHICKEN PASTA

- 4 Boneless Skinless Chicken Breasts Diced
- 16 oz. Olive Garden Italian Dressing
- 1 Tablespoon Minced Garlic
- 1/2 tsp Pepper
- 1/2 Cup Shredded Parmesan Cheese
- 8 oz. Cream Cheese
- 16 oz. Penne Pasta



ITALIAN CHICKEN

- 2 pounds Boneless Skinless Chicken Breasts
- 1 can Cream of Chicken Soup 10.5 ounces
- 1 packet Italian dressing seasoning 0.7 ounces
- 1/2 cup Chicken Broth
- 8 ounces cream cheese diced into small pieces



FULL RECIPES @ EATINGONADIME.COM

WCW: Women Celebrating Women at Mini-Skool

Most of us have seen **#WCW – Woman Crush Wednesday** somewhere on social media. What started as a fun way to recognize women has grown into an opportunity to celebrate women who inspire us, encourage us, lead us, and make a difference in the lives of others.

In childcare, we don't have to look very far to find those women. They are beside us every day. They are the educator sitting on the floor comforting a child who is having a difficult morning. The coworker who notices that you're overwhelmed and quietly asks, "What can I do?"

The person who steps into a room when an extra set of hands is needed. The cook preparing meals for an entire centre. The supply staff member walking into an unfamiliar classroom and doing their best to become part of the team.

The educator who has sung the same song twelve times because the children asked for it one more time. The colleague who makes you laugh on a day when you desperately needed to laugh. The supervisor mentoring someone through a difficult moment. And yes, the Director or Assistant Director whose door is open, who is trying to support a team, solve problems, answer questions, meet requirements and somehow keep all the moving pieces moving.

Childcare takes a village – and that village needs each other.

Our profession asks a lot of us.

We spend our days caring for other people's most precious little humans. We teach, nurture, observe, document, redirect, clean, lift, encourage, problem-solve and comfort – sometimes all within the same five minutes. And behind every successful day are people supporting one another in ways that may never appear on a program plan or checklist. That deserves recognition.

So perhaps we can borrow a little of the spirit behind WCW and make it our own.

Women Celebrating Women.

Women Supporting Women.

Women Encouraging Women.

Not just on Wednesdays.
Every day.

(Alliana Hancott, Centre Director, Cawthra)

Tell your coworker when she handled something beautifully.
Thank the person who helped your classroom when she didn't have to.
Celebrate someone's growth instead of comparing it to your own.
Share what you know with the educator who is still learning.
Check on the coworker who seems quieter than usual.

Give credit.

Say thank you.

Laugh together.

Be patient with one another.

And when something isn't going well, have the courage to speak to each other rather than about each other. Support doesn't mean that we will always agree. It doesn't mean there won't be expectations, difficult conversations, corrections or challenging days. A strong team can hold one another accountable and care about one another at the same time. The same is true of leadership.

Your Directors and Assistant Directors may have responsibilities that sometimes require them to make difficult decisions, but they are also part of your team. Their role should never remove the human connection between us. Ask questions. Come through the office door. Share your ideas. Tell us when you need help. Celebrate with us when things go well. And remember that sometimes your Director might need a smile, a laugh or a “We've got this” too. Because none of us does this work alone.

So, this Wednesday — and every day — find your WCW.

Maybe she is the veteran educator who taught you something you still use today.

Maybe she is the new employee who is finding her confidence.

Maybe she is the person working beside you right now.

Maybe she is your supervisor.

Maybe she is your Director.

And maybe, without realizing it, **you are someone else's.**

To every woman across Mini-Skool who teaches, leads, supports, prepares, organizes, nurtures, cleans, comforts, encourages and shows up each day:

We see you. We appreciate you.

We need you, and we hope you never underestimate the difference you make.

Let's continue creating workplaces where women don't simply work beside one another — we lift one another. Because the children are watching us too.

And one of the greatest things we can teach them is what kindness, teamwork and women supporting women actually looks like.

(Alliana Hancott, Centre Director, Cawthra)

Employees of the Quarter



*"My name is **Vita Farmahini Farahani**. I have been working at Mini-Skool since September 2019. I started as a Before and After School Assistant and have also worked with both Preschool and Toddler classrooms. Through these experiences, I have developed strong skills in supporting children's learning, creating a safe and caring environment, and working as part of a team. I am currently completing my Early Childhood Education (ECE) program and expect to graduate in December 2026. I am passionate about working with children and look forward to continuing to grow and contribute at Mini-Skool."*

"Congratulations to Vita on being selected as our Staff of the Quarter for Richmond Hill, Mini-Skool! Vita is a wonderful asset to our Mini-Skool team and consistently demonstrates a genuine passion for teaching and a deep love for children. Her ability to work confidently with children across different age groups, while adapting to their individual needs and interests, is truly appreciated. Vita brings patience, enthusiasm, and dedication to everything she does, and her commitment to growing professionally is inspiring. She is currently continuing her education and working toward completing her ECE, demonstrating her commitment to her profession and to providing the best possible care and learning experiences for the children. We are so fortunate to have Vita as part of our Mini-Skool family. Congratulations, Vita and thank you for all that you do for our families."

Sabrina Campacci, Centre Director, Richmond Hill



*Hi everyone! I'm **Christeen Mendis**, and I am so honoured to be chosen as Employee of the Quarter. Thank you all so much for your support! I've been with Mini-Skool for 14 months, where I love caring for our infants and stepping in to support our wonderful ECE team during breaks. Teaching has always been a core part of my life. Before joining Mini-Skool, I spent over 15 years teaching Music and Math overseas, and I currently run a private piano studio from home. Outside of work and music, I'm a proud mom to two daughters. I'm truly grateful to work alongside such an amazing team at our Bromsgrove Centre!*

"We are delighted to recognize Christeen Mendis as our Employee of the Quarter! Although she has been with our centre for just over a year, she has already made such a positive and lasting impression on our team. She is reliable, respectful, hardworking, and always approaches her work with a positive attitude. Her dedication and willingness to go above and beyond have not gone unnoticed. She is someone we can count on, and she brings kindness, professionalism, and a wonderful energy to our centre each day.

We are truly grateful to have her as part of our team. She is a joy to work with, and we feel very fortunate to have her with us.

Congratulations Christeen and thank you for everything you do!"

Renise McLeod, Centre Director, Bromsgrove

Our Centres' Activities, Events, and Celebrations

Bromsgrove centre





Cawthra Centre



Jersey Day



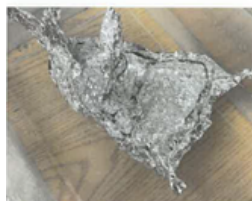
PIC•COLLAGE



Brampton Centre



BOAT FLOAT CHALLENGE



SUMMER ADVENTURES

PIC•COLLAGE

Bramalea Centre



Magic Milk Experiment

PIC•COLLAGE



Bubble Art



PIC•COLLAGE



Fire Fighter Visit



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Richmond Hill Centre





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Thank
You

Mini-Skool Team – You Are Awesome at What You Do!

The work you do each day truly matters.

Your dedication, professionalism, creativity, patience, and commitment to the children and families we serve make a meaningful difference. Each of you brings something unique to Mini-Skool, and together, you help create safe, caring, engaging, and welcoming environments for our children.

For 57 years, Mini-Skool has been proud to serve families throughout the GTA, and your hard work is an important part of that story.

Thank you for showing up each day, supporting one another, giving your best, and making a positive difference in the lives of the children entrusted to our care.

Your contributions are valued. Your dedication is appreciated. Most importantly, you matter to the Mini-Skool team.

Your ideas are important and are appreciated. Please email your submissions for our **Fall 2026 Newsletter by Wednesday, October 21, 2026**, to gail@mini-skool.ca.