



Region of Waterloo  
COMMUNITY SERVICES  
Children's Services

# Equity & Inclusion Commitment Document for Child Care Operators and Other Contracted Service Providers

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Implementation, Instructions and Sample Wording

Updated: January 2026

Children's Services, Region of Waterloo

# Table of Contents

Background .....	2
Purpose .....	3
Timeline .....	4
Becoming an Equity-Informed Organization .....	5
How to Use this Document .....	6
Support .....	7
Accountability.....	8
Contact.....	8
Equity & Inclusion Commitment.....	9
Organization Information .....	9
Introduction.....	9
2026 Equity & Inclusion Focus Area.....	10
Indigenous Reconciliation .....	11
Equity.....	13
Diversity.....	15
Participation.....	17
Access .....	19
Supports for Diverse Abilities .....	21
Supporting All Positions.....	23
Accountability Measures for Staff and Families.....	25
Appendix 1: Additional Resources .....	26

## Background

Children's Services is excited to support a new initiative in the early year sector which will see all operators and contracted service organizations create or update an Equity & Inclusion Commitment document. Children's Services, in its role as Service System Manager, has long required child care operators to have an Inclusion Policy. Traditionally, this document outlined how children with special needs would be included in programming. Other contracted service organizations were not required to have an Inclusion Policy for the specific services they provide. Moving forward, Children's Services will be supporting operators and other contracted service providers in expanding their Equity & Inclusion Commitments to include creating a sense of belonging for all underserved children.

The early years and child care sector is learning about its shared responsibility in addressing unconscious bias and power structures that may exist<sup>1</sup>. Some early years and child care programs have already done critical analysis of their organizations to evaluate how they could be serving families more equitably.

Wherever an early years and child care organization may be on their equity journey, Children's Services is being intentional about moving forward with all organizations. Early years and child care programs are expertly positioned to influence young minds and be intentional about breaking generational patterns of oppression and presenting a more equitable and inclusive society during the critical years of brain formation<sup>2</sup>.

Children's Services released its [Access and Inclusion Plan \(Phase 1\)](#) in 2024, which outlines specific actions that will be taken to support a more inclusive and equitable child care and early years system. More background information on the Children's Services Access and Inclusion Plan is available on the [Children's Services website](#).

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<sup>1</sup> Berman, R., Abawi, Z., Haile, F., Escayg, K., Butler, A., Royer, N., Daniel, B. (2022). Give Race Its Place. Retrieved from: [An Anti-racism Knowledge-sharing Initiative for Early Childhood Educators in Ontario](#).

<sup>2</sup> University of Pittsburgh. (2023). Positive Racial Identity Development in Early Education: Professional Development. Retrieved from: [Professional Development – The P.R.I.D.E. Program \(pitt.edu\)](#).

## Purpose

The goal of this document is to outline the essential components for organizations to develop or build upon an Equity & Inclusion Commitment document. Overall, your Equity & Inclusion Commitment will speak to how your organization defines and actively incorporates equity and inclusion in its operations, interactions with children, families, and staff, professional learning, evaluation processes, curriculum, and pedagogy.

All organizations should consider their responsibilities under the Ontario Human Rights Code (OHRC), which affirms the legal responsibility of operators and other contracted service providers to recognize the dignity and worth of every person and to provide equal rights and opportunities without discrimination.

You may use this document as a tool to update and review your existing Inclusion Policy, if applicable.



## Timeline

The Equity & Inclusion Commitment is currently in Phase 2; all organizations will complete steps 1 through 6 and have their document complete by **December 2026**.

All organizations that were not part of the pilot cohort will be required to undertake the process of developing or updating an Equity & Inclusion Commitment document. Operators can plan to post their document publicly by **early 2027** on their website and as part of their parent handbook (applicable only to licensed child care).

Steps 1 to 6 are outlined in the *Strategies for Writing Your Equity & Inclusion Commitment Document: A How-To Guide* supplemental document.



## Becoming an Equity-Informed Organization

Over the next few years, Children's Services will be supporting all contracted service providers to understand what is involved in becoming an equity-informed organization.

Moving in this direction is an ongoing journey with continual lifelong learning. An equity-informed organization not only supports inclusion of all children and families, but looks critically at their own internal staffing policies and ensures processes are in place that support all staff in feeling safe and included at their place of work.

Commitments should detail the pathway for staff to report or get support in event that they are experiencing discrimination or not feeling safe at work.



## How to Use this Document

Your Equity & Inclusion Commitment document is intended to be used as a guiding document for all staff within your organization that provide child care directly or other services that are contracted with the Region of Waterloo Children's Services. Your organization may already have an existing Inclusion Policy (or similar) which can be updated with these new expectations.

Organizations are welcome to use other formatting than what has been provided in the template. Additional suggestions are provided in the *Strategies for Writing your Equity & Inclusion Commitment Document: A How-To Guide* supplemental document.

Regardless of the formatting, **your organization will decide on one (or more) focus area(s) to commit to for the year**. In addition, the following seven sections must be included with definitions and current approaches that speak directly to child care operations or other contracted services specifically for children and the early years:



*\*Note: Not applicable to Indigenous-led organizations.*

# Support

Children's Services will be making a range of supports available to operators and other contracted service providers. We encourage organizations to build upon professional learning on the topic of Reconciliation, Equity, Diversity and Inclusion.

We recognize that equity and inclusion can be challenging and complex topics. Each organization and individual staff will be in a different place in their equity journey. We acknowledge that mistakes may be made, and misunderstandings may happen. We want to reassure organizations that there is no perfect commitment document or implementation process, and we understand a commitment such as this can come with some challenges or resistance.

To support the rollout of this process, additional supports will be made available, including:

- A sample template that can serve as a starting point for discussions and wording within your organization and teams.
- Leadership Development Sessions in 2026 on the commitment's context, requirements, and support on how develop or update a document for your organization.
- A list of resources ([Appendix 1](#)) specific to the early years that may support areas you want to develop in your organization.
- Information on the Ontario Human Rights Code (OHRC)
- Access to *Rainbow Families* trainings in 2026 (and recorded versions), along with ten 2SLGBTQIA+ themed children's books for each contracted organization and caregiver, with accompanying reflective guide and guidance videos.
- Access to *Welcoming the Rainbow*, an online course designed to support early years professional in their understanding of 2SLGBTQIA+ topics
- Community of practice (COP) opportunities focused specifically on Equity and Inclusion.
- New professional development opportunities delivered by Six Nations Polytechnic in 2026 on Indigenous learning for the early years sector.

## Accountability

Accountability to upholding your commitments and maintaining the integrity described within your document will be primarily held by your local community of educators and staff, children, families and broader community. Making your document public on your website and linked in your parent handbook (applicable only to licensed child care) will create additional layers of accountability, and organizations should make all reasonable efforts to follow the definitions and commitments set in their document.

It is recommended that all organizations include staff, families, board members (if applicable) and other important stakeholders in the development and updating of their commitment document to increase understanding and buy-in.

Children's Services Staff (primarily Early Years Analysts) will be reviewing the commitment documents as part of their regular visits on an annual basis. They may provide feedback and supportive conversations for greater clarity and ways to consider enhancements in the next update of the document.

If Children's Services staff become aware of concerns related to equity and inclusion within your organization, a review of your commitment document may be part of the follow-up process.

The Ministry of Education and Program Advisors do not have any oversight or enforcement of the commitment document. The only exception would be if a program had similar goals within their program statement, OR committed to implementing the commitments in their equity and inclusion document within their program statement. In that case, Program Advisors would be monitoring and enforcing the document or the goals outlined in the program statement.

## Contact

For additional questions, please speak to your Early Years Analyst.

To connect with a Children's Services manager, please contact Kristen Bustamante (Manager, System Plan, Access, and Inclusion) at [kbustamante@regionofwaterloo.ca](mailto:kbustamante@regionofwaterloo.ca), or Kim Sangüesa (Manager, Partnerships, Quality, and Accountability) at [ksanguesa@regionofwaterloo.ca](mailto:ksanguesa@regionofwaterloo.ca).

# Completed Sample Template

## Equity & Inclusion Commitment

### Organization Information

Name of Organization: Name

Commitment Date (Established): Date

Commitment Date (Updated): Date

For more information about this document, please contact Name, Role at name@email.com.

### Introduction

Elements to consider: What is/are your guiding principle(s) for making this commitment?

What is your overall commitment to children, families, and staff? How does this apply to your workplace, community, and families and children? How are you inclusive of families with non-traditional compositions? Why is an Equity & Inclusion Commitment important to you as an early years organization?

You are welcome to pull sections from your organization's Program Statement, [Ministry of Education How Does Learning Happen?](#), [College of Early Childhood Educators Code of Ethics and Standards of Practice](#), [Children's Services 2022-2026 Child Care and Early Years System Plan](#) and/or Children's Services [Access and Inclusion Plan \(Phase 1\)](#).

#### *Example: Introduction*

*Our organization seeks to create a warm, welcoming environment for all children. We are committed to doing better to ensure that all children feel that they can thrive and they see themselves and their background represented in our space. We know that some communities and groups have experienced a long history of injustice and may need additional support. We are committed to continuous learning, and challenging ourselves and our established beliefs. By developing and implementing this Equity & Inclusion Commitment, we are demonstrating our dedication to our staff and the families we serve, supporting our overall goal in upholding an equitable child care system.*

*Our organization will inform families we serve of our commitment and its key elements. All staff within our program(s) will comply with the principles outlined in our commitment. This document will be updated and reviewed as necessary to ensure continuous commitment to quality and inclusive early years programming. We are committing to having a shared understanding of our equity and inclusion goals within our organization.*

## 2026 Equity & Inclusion Focus Area

We are committed to the following focus area(s) for 2026:

*Example: Diversity*

*Our organization is committed to focus on the area of **Diversity** for 2026. We commit to inviting parents/families to highlight their language and cultural experiences within our early years setting (e.g., food, music, dances, cultural traditions, etc.).*

You may choose one (or more) growth areas for your organization each year.

Take some time to read through the areas in the document below (pages x-x) for ideas and sample commitments.

## Indigenous Reconciliation

**Define Indigenous Reconciliation.** What does reconciliation mean for you as an early years organization? (Not applicable for Indigenous-led organizations)

*Example: Indigenous reconciliation definition*

**Indigenous Reconciliation** means that we recognize and support the deep connections that Indigenous Peoples have to this land in which we are situated (The Haldimand Tract, the traditional territory of the Haudenosaunee, Anishinaabe, and Chonnonton Peoples). We consider how to build ongoing, positive relationships with local Indigenous families, community partners, and communities, and make every effort to address the harms caused by colonization and the residential school system, reflect on our role as an early years organization, and take action to improve outcomes for our Indigenous children, families, and community members.

**We are currently taking the following action(s) to advance reconciliation in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Indigenous Reconciliation

*We thoughtfully and intentionally incorporate Indigenous ways of learning into the learning experience.*

*We create outdoor play spaces that reflect Indigenous pedagogy.*

*We acknowledge that we all come with unconscious bias and actively commit to self-reflection to understand the role of unconscious bias in our work with Indigenous families.*

*We acknowledge the impacts of intergenerational trauma on families and young children and work to problem-solve alongside families to determine solutions.*

*We give all families the benefit of the doubt when a challenge arises. We listen closely to families to understand their experiences.*

*We have a public-facing land acknowledgement that recognizes the traditional lands upon which our site is situated.*

*We have reviewed the Truth and Reconciliation Commission's (TRC) Calls to Action and have created a plan to implement the recommendations relevant to our organization.*

*We are learning more on how to work and collaborate with Indigenous organizations, Indigenous Elders, and/or Knowledge Keepers to inform our program practices.*

*We are committed to learning about Indigenous-led early years and child care settings and incorporating Indigenous ways of knowing and being in our program.*

*We prioritize the use of funding within our budget for staff professional development training on the topics of Indigenous reconciliation.*

## Equity

**Define Equity.** What does equity mean for you as an early years organization? How do you account for the varied lived experiences of children and their families? How do you support staff that represent an equity-deserving group?

*Example: Equity definition*

*Equity means that systemic barriers are identified and removed to ensure inclusive treatment for all children and families accessing our program(s). Moving beyond equality, we strive to meet families where they are at, understanding that historic and current realities mean that we will meet their needs through various strategies that may not look the same for everyone. We ensure each child receives appropriate and quality care for their particular needs and abilities.*

**We are currently taking the following action(s) to advance equity in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Equity

*We incorporate external feedback on learning materials from an equity lens (e.g., hiring an external equity consultant).*

*We implement a curriculum that supports the foundational principles of equity.*

*Our organization takes active steps to learn about recent best practices in the early years sector and regularly implements new materials.*

*We participate in the Subsidy Access Pilot and are working hard to understand barriers and inequitable processes in our waitlist policies.*

*We implemented a prioritization process for families experiencing crisis.*

*We are committed to reviewing our internal policies with the lens of equity and inclusion, with the goal of eliminating structural barriers to entry and participation.*

*We engage in reconciliation-based activities on National Day for Truth and Reconciliation.*

*We work with a local food bank to have food and resources available to families without stigma.*

*We provide additional diapers, clothing, and outdoor materials in the event that a child does not come equipped to fully participate.*

*We coordinate with local service providers to be on site to assist families if we observe a presenting need.*

## Diversity

**Define Diversity.** What does diversity mean for you as an early years organization? How are you achieving an inclusive environment for diverse populations to ensure all children are valued and supported?

*Example: Diversity definition*

*Diversity means that we value and uplift the differences among people, encompassing race, ethnicity, age, ability, gender, sexuality, and beyond. We honour and follow the Ontario Human Rights Code, which outlines our responsibility as an early years organization. We are able to deliver quality early years programs that celebrates our varied identities and cultures, and provide materials that represent a wide range of life experiences.*

**We are currently taking the following action(s) to advance diversity in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Diversity

*We include play materials that represent children of diverse cultures, races, ethnicities, languages, faiths, genders, family compositions, ages, and life experiences.*

*We include reading materials from authors of diverse backgrounds, including those that are Indigenous, Black, and racialized.*

*We implement signage at our entrance indicating we are a safe space for 2SLGBTQIA+ families and children.*

*We invite parents/families to highlight their language and cultural experiences within our early years setting (e.g., food, music, dances, cultural traditions, etc.).*

*We acknowledge and celebrate a wide range of cultural celebrations, in particular those celebrated by the families in our centre.*

## Participation

**Define Participation.** What does meaningful participation mean for you as an early years organization? How do you ensure equitable participation for all children?

*Example: Participation definition*

**Participation** means that every child has access to, participates meaningfully in, and has the necessary supports in place. Genuine inclusion is more than just a child's presence; it ensures active, meaningful participation of every child regardless of mental, physical, or health needs, gender, ethnicity, race, or religion. How this occurs will be different for each child, based on individual abilities and needs. We achieve meaningful participation by ensuring all children have the means and ability to attend excursions, have play materials for a wide range of abilities, and monitor play so we are responsive to needs as they arise. Our program promotes participation by being responsive and attuned to the abilities of each child.

**We are currently doing the following action(s) to advance participation in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Participation

*We plan field trips in advance to allow ample time to arrange for a child's participation needs.*

*Staff acknowledge and respect the needs of all children, and ensure all children can participate in planned activities.*

*Goal setting is implemented, in consultation and direct involvement with a child's family, to determine priorities for their learning and care.*

*We explore early intervention options with families, who are encouraged to take an active role in decision-making.*

*We actively document a child's play to remain responsive to their individual participation needs.*

*When applicable, we utilize resource professionals (e.g., resource consultants, occupational therapists, speech and language pathologists, etc.).*

*We acknowledge and respect family priorities from a variety of cultural and linguistic backgrounds. Our staff build bridges between different cultural practices and understandings.*

*We offer activities such as free play (e.g., role play, building materials, arts and crafts materials, etc.) to bolster social inclusion.*

*Staff support children, when needed, to facilitate play with peers and foster relationships.*

## Access

**Define Access.** What does access mean for you as an early years organization?

*Example: Access definition*

**Access** means that we reduce barriers to enrollment to support a diverse group of children attending our centre(s), regardless of their support needs. We ensure that all program areas, materials, and activities are accessible. We achieve these objectives by designing the physical environment with accessibility in mind, such as through ramps, automatic push buttons on doors, and adjustable heights for seating and activity areas. Our organization's information, including important notices and policies, are available in both print format and online through our website.

**We are currently doing the following action(s) to advance access in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Access

*We consider prioritizing placements from families in crisis and referred by Family & Children Services or through the shelter system.*

*Our wait list policies support children from equity-seeking groups or identified priority groups.*

*We are understanding of family's different financial realities, and are mindful of this when charging additional fees for events or items.*

*Our site(s) is/are physically accessible, regardless of physical ability.*

*We ensure materials and equipment are visible and at the children's height so that every child can access items independently.*

*We offer adjustments to equipment and furniture to reduce or remove barriers (e.g., height-adjustable tables and seating).*

*We provide areas for different levels of stimulation (e.g., quiet zones, movement zones, etc.).*

<i>We provide various colours, lighting options, textures, and seating options.</i>
<i>We offer toileting modifications.</i>
<i>Our organization's information is easy to find on the internet and through print materials.</i>
<i>Our organization's website complies with digital accessibility guidelines as outlined in the Accessibility for Ontarians with Disabilities Act (AODA).</i>
<i>We translate our organization's information to be available in additional languages.</i>
<i>We utilize interpreters and translators as needed.</i>
<i>We translate family handbooks, website, and child care centre information.</i>

## Supports for Diverse Abilities

**Define supports for diverse abilities.** What does support for those with diverse abilities mean for you as an early years organization?

*Example: Supports for Diverse Abilities definition*

**Supports for diverse abilities** means that we make every reasonable effort to ensure children with diverse abilities are included, supported, and given the tools they need for a successful experience in our centre(s). We understand the importance of striving for high-quality early years programming that is essential in the development of all children.

The Ontario Human Rights Commission outlines the duty to accommodate persons with disabilities, which means that reasonable accommodation is provided that considers the dignity of the person, if doing so does not cause undue hardship.

**We are currently doing the following action(s) to support diverse abilities in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Supports for Diverse Abilities

*We make all reasonable efforts to enroll children with additional support needs.*

*A child's additional support needs do not hinder a family's ability to enroll in our programs.*

*All children have access to the same hours and days of care.*

*During the enrolment process, we always collect information on children's additional support needs.*

*We create a workplace that is accessible and inclusive by removing physical barriers, making technology accommodations, and being flexible based on an individual's additional support needs.*

*We strive to empower families to build their capacity for self-advocacy.*

*We make adjustments to routines and transitions to ensure a seamless, positive experience for all children.*

*We complete Individualized Plans for children identified with additional support needs.*

*We have adopted universal designs for learning to better support all children and staff.*

## Supporting All Positions

Elements to consider: How do you invest in everyone's professional learning goals? How do you incorporate principles of equity in your hiring and governance practices? What safety measures are in place to support all positions?

*Example: Supporting All Positions definition*

**Supporting all positions** means that we value the diversity and expertise of the staff in our organization, and reflect this through our equitable hiring practices, access to professional learning opportunities, robust health benefits, and competitive salary. We provide open communication channels to encourage staff feedback and promote continuous improvements in our organization. Our organization actively supports staff from diverse backgrounds (i.e., of various ethnic origins, races, sexualities, genders, etc.) by providing specific supports and resources, specialized training dedicated to different equity-seeking groups, and vocally encourage their attainment of leadership roles.

**We are currently doing the following action(s) to support all positions in our organization:**

*Take the opportunity here to identify your ongoing commitments in this area.*

Sample commitments are provided below for your organization to consider or use as a starting point for discussion. You may already be doing some of these actions and wish to include them above.

### Commitment Examples: Supporting All Positions

*Employees, volunteers, and other positions are well-informed of the reporting mechanisms in place should they experience discrimination in the workplace.*

*We actively support staff who initiate a concern about their work environment or interactions with families or colleagues, and work toward a solution.*

*We offer mental health supports tailored to the diverse needs from equity-seeking groups.*

*We provide opportunities, on an ongoing basis, for professional learning.*

*We allocate adequate time and budget for staff to attend professional learning events and workshops.*

*Professional learning opportunities for staff incorporate principles of reconciliation, diversity, equity, and inclusion. Trainings and workshops speak to frameworks such as anti-racism, anti-Black racism, and anti-oppressive practice.*

<i>We engage in reflective practice and self-directed learning that incorporate principles of reconciliation, diversity, equity, and inclusion.</i>
<i>We provide training on how to best support 2SLGBTQIA+ families and children.</i>
<i>Staff are able to participate in communities of practice (COPs).</i>
<i>We commit to a recruitment process that represents diverse groups (i.e., Indigenous, Black and racialized groups) and the community of which they serve.</i>
<i>We acknowledge that we all come with unconscious bias and are conducting a review of our hiring processes and interview questions to make the hiring process more equitable.</i>
<i>We commit to having a diverse interview panel for new positions.</i>
<i>We remove identity descriptors from resume and cover letters to reduce bias from review process.</i>
<i>We support Indigenous, Black and racialized individuals in leadership roles through mentorship and coaching.</i>
<i>We will recruit new board members that represent diverse groups (i.e., Indigenous, Black and racialized members).</i>

## Accountability Measures for Staff and Families

Clearly state which external measures are in place to support staff and families. This can be recommendations or requirements taken from the Ontario Human Rights Code, and the College of Early Childhood Educators (CECE). This should also include information for families if they are concerned about the care their child has received. By clearly outlining the options available for staff and families, your organization is demonstrating accountability to their safety and wellbeing.

You do not need to include commitments for this section.

### *Example: Accountability Measures for Staff and Families*

*The Ontario Human Rights Code (OHRC) recognizes the dignity and worth of every person and to provide equal rights and opportunities without discrimination. The protected grounds recognized in the OHRC are: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex, and sexual orientation.*

*The College of Early Childhood Educators (CECE) outlines a Code of Ethics, which must be adhered to by all registered early childhood educators (RECE). The Code outlines a RECE's responsibility to children, families, colleagues, the community, and the public, which includes respecting the diversity, languages, and culture of all. If you have a concern about the conduct or actions of a RECE, you may complete the CECE [Complaint Intake Form](#) to report.*

*Additionally, RECEs have a duty to report any child abuse, child neglect, or suspicion of harm to children. The CECE's [Professional Advisory: Duty to Report](#) document provides information on the professional obligation of RECEs, and includes a section on Bias, Racism and Stereotypes in Reporting to a CAS (p. 14) and overall guidance to support the reporting process.*

*If a family has a concern about their child's care, they may schedule a time to meet with the staff or child care provider to discuss the issue. If the concern cannot be resolved, the family may report their complaint to the Ministry of Education:*

- *Licensed child care: [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca), 1-877-510-5333*
- *Unlicensed child care: [uccv@ontario.ca](mailto:uccv@ontario.ca), 1-844-516-6263*

*Further information on the complaint process can be found on the [Government of Ontario website](#).*

## Appendix 1: Additional Resources

Additional resources developed by the Region of Waterloo Children’s Services and the Ministry of Education:

- [Children’s Services Access and Inclusion Plan \(Phase 1\)](#)
- [Ontario’s Access and Inclusion Framework 2023](#)
- [Children’s Services 2022-2026 Child Care and Early Years System Plan](#)
- [Ministry of Education How Does Learning Happen?](#)

Additional resources are provided in the tables below as a starting point to support the development of your Equity & Inclusion Commitment document:

<b>Additional Resources: First Nations, Metis and Inuit (Indigenous) in Canada</b>		
<b>Source</b>	<b>Name/Link</b>	<b>Notes</b>
First Nations Early Learning Collaboration	<a href="#">Resources (fnel.ca)</a>	Resource library with materials on child development, culture and language, programming and pedagogy, and more.
Government of Canada	<a href="#">Indigenous Early Learning and Child Care Framework (canada.ca)</a>	Comprehensive guide to support Indigenous ELCC.
Ontario Aboriginal Head Start Association (OAHTSA)	<a href="#">Resources (oahsa.ca)</a>	Resource library (videos, webpages, literature, etc.) informed by FNMI perspectives.
The Canadian Child Care Federation	<a href="#">Indigenous Child Care (cccf-fcsge.ca)</a>	Articles to Indigenous cultures and languages in early learning and childhood education.
First Nations Schools Association (FNSA)	<a href="#">Children’s Book Activity Sheets for Home-Based Learning (fnsa.ca)</a>	Activity sheets to guide discussion on specific Indigenous-focused books.
Métis Nation of Ontario (MNO)	<a href="#">ELCC Métis-Specific Resources (metisnation.org)</a>	Products that can be easily shared with children to share the rich heritage of the Métis people of Ontario, and also includes the <a href="#">MNO Early Learning and Child Care Framework</a> .
CBC Kids	<a href="#">What is Reconciliation? (youtube.com)</a>	This video is geared towards young learners and breaks down the truth about Canada’s history of residential schools, the TRC’s 94 calls to action and how we all can be part of the journey to reconciliation.

<b>Additional Resources: Anti-Black Racism</b>		
<b>Source</b>	<b>Name/Link</b>	<b>Notes</b>
University of Pittsburgh's P.R.I.D.E. (Positive Racial Identity Development in Early Education) program	<a href="http://pitt.edu">Professional Development (pitt.edu)</a>  <a href="http://pitt.edu">Teacher's Corner (pitt.edu)</a>	Information for individualized professional development sessions offered by the program.  Materials to effectively talk about race in the classroom.
Association of Early Childhood Educators of Ontario (AECEO)	<a href="http://aeceo.ca">Give Race Its Place: An Anti-racism Knowledge-sharing Initiative for Early Childhood Educators in Ontario (aeceo.ca)</a>  <a href="http://aeceo.ca">AECEO Community of Practice Interest form (aeceo.ca)</a>	Research paper sharing insights from sessions for the early childhood sector in Ontario, Page 51-52 outlines recommendations and next steps.  For Black ECEs that are interested in joining the Community of Practice (CoP): Community of Black ECEs.
Ontario Association of Children's Aid Societies (OACAS)	<a href="http://oacas.org">New Report Reveals the Reality of Anti-Black Racism in Ontario Child Welfare Service Delivery (oacas.org)</a>	Research report from 2022 revealing disparities experiences by Black families as compared to White families in Ontario in child welfare service delivery.
Embrace Race	<a href="http://embracerace.org">Resources (embracerace.org)</a>	Resources to support caring for children in a racially aware environment.
Exchange Press	<a href="http://exchangepress.com">Our Children, Our Workforce: Why We Must Talk About Race and Racism in Early Childhood Education (exchangepress.com)</a>	Article on the importance of discussing race and racism in the EYCC field.
A Different Booklist	<a href="http://adifferentbooklist.com">School and School Boards Featured Lists (adifferentbooklist.com)</a>	An African-Canadian, independent bookstore with lists featuring board book and K-12 lists on the African and Caribbean diaspora and the Global South.
College of Early Childhood Educators (CECE)	<a href="http://college-ecce.ca">Supporting Your Practice: Talking About Race and Racism with Children (college-ecce.ca)</a>	Fact sheet with definitions and explanations about racism and anti-racism, and practical guidance on talking with children about race and racism. Included are scenario reflection resources, relevant College resources and a glossary of terms.

Additional Resources: Diversity		
Source	Name/Link	Notes
Knowledge Institute on Child and Youth Mental Health and Addictions	<a href="http://cymha.ca">Centering culture to meet the needs of racialized children and young people (cymha.ca)</a>	Webinar on how to create culturally responsive programs for racialized children and young people.
The Canadian Child Care Federation	<a href="http://cccf-fcsqe.ca">Diversity (cccf-fcsqe.ca)</a>	Articles to support diversity in early learning and childhood education.
Care for Newcomer Children (CNC)	<a href="http://cmascanada.ca">Culture and Diversity (cmascanada.ca)</a>	Activity and material ideas to support culture and diversity.
Ontario Coalition for Better Child Care	<a href="http://childcareontario.org">Creating an anti-racist child care system in Ontario: Key recommendations for child care operators (childcareontario.org)</a>	Tip sheet to aide operators in understanding cultural safety and anti-racist organizational supports.
Childcare Resource and Research Unit	<a href="http://childcarecanada.org">Child care for whom? A background paper for the Inclusive child care for all project (childcarecanada.org)</a>	Research paper to advance effective inclusive ELCC policy solutions to address barriers experienced by underrepresented women. Pages 33-39 highlight working recommendations to address these issues.



### Additional Resources: Supports for Diverse Abilities

Source	Name/Link	Notes
SpecialLink: The National Centre for Early Childhood Inclusion	<a href="http://speciallinkcanada.org">Inclusion Quality: Children with Disabilities in Early Learning and Child Care in Canada (speciallinkcanada.org)</a>	Report on the state of inclusion for children with additional support needs in early learning and childcare. Available as an executive summary and in French language versions.
College of Early Childhood Educators (CECE)	<a href="http://college-ecce.ca">Practice Guideline: Inclusion of Children with Disabilities (college-ecce.ca)</a>	A practice guideline document to help RECEs understand and uphold their responsibilities with regard to the inclusion of children with additional support needs and their families.
Government of British Columbia	<a href="http://gov.bc.ca">Inclusive Child Care Toolkit: Supporting Children of All Abilities (gov.bc.ca)</a>	Toolkit outlining the delivery of high-quality, inclusive child care practices. Pages 16-21 outline the three foundations of inclusive child care (access, participation, and support) with examples.
City of Brantford	<a href="http://brantford.ca">Inclusion &amp; Access Pathway for Early Learning and Child Care (ELCC) (brantford.ca)</a>	Pages 43-62 include self-assessment tools to allow ELCC providers to evaluate their current practices in alignment with the Inclusion and Access Pathway.
Care for Newcomer Children (CNC)	<a href="http://cmascanada.ca">Special Needs External Resources (cmascanada.ca)</a>	Materials and strategies to support newcomer children with additional support needs.
Early Childhood Community Development Centre (ECCDC)	<a href="http://eccdc.org">Learning Materials Catalogue (eccdc.org)</a>  <a href="http://eccdc.org">Training &amp; Event Registration (eccdc.org)</a>	Provides a physical resource library on a variety of topics, including for children with additional support needs.  Calendar of upcoming workshops on child development.



### Additional Resources: 2SLGBTQIA+

Source	Name/Link	Notes
Ontario Institute for Studies in Education (OISE)	<a href="https://oise.utoronto.ca">Building Bridges: Queer Families in Early Childhood Education (oise.utoronto.ca)</a>	Comprehensive resource guide, including terminology, history, and the experiences of children in 2SLGBTQIA+.
The 519	<a href="https://the519.org">Glossary of Terms (the519.org)</a>	An extensive glossary of terms to facilitate shared understandings around equity, diversity, inclusion, and awareness.
Canadian Pride Historical Society	<a href="https://cphs.ca">Education Resources (cphs.ca)</a>	Grade K-4 lesson plans on topics such as pride, the pride flag, and drag.
Egale	<a href="https://egale.ca">Difficult Conversation Tip Sheet for Educators (egale.ca)</a>  <a href="https://egale.ca">2SLGBTQI Inclusion Posters (egale.ca)</a>	A resource to guide educators on how to have conversations with children and parents on complex topics.  Downloadable posters that may be displayed at your site.
Gender Spectrum	<a href="https://genderspectrum.org">Gender Across the Grades (genderspectrum.org)</a>	The Preschool section outlines how gender may present in the early years.
Rainbow Health Ontario	<a href="https://rainbowhealthontario.ca">Education and Training (rainbowhealthontario.ca)</a>	An online learning platform with courses and educational materials. Additional information on 2SLGBTQIA+ health, research, and policy.
OK2BME	<a href="https://ok2bme.ca">Services (ok2bme.ca)</a>	Waterloo Region support services for children, youth, and their families, such as youth groups, Rainbow Parenting workshops, and more.

Spectrum Community Space	<a href="https://ourspectrum.com">SPECTRUM Families and Youth (ourspectrum.com)</a>	Waterloo Region craft and story time events for 2SLGBTQIA+ children (aged 4-10), families, and allies at various locations in Waterloo Region.
Magination Press	<a href="https://go.maginationpress.org">Rainbow Collection (go.maginationpress.org)</a>	Collection of books for kids and teens that celebrate 2SLGBTQIA+ voices.

