



EarlyON Newsletter

April 2021

EarlyON Staff Profile

Name: Vicky Tshibola Kasongo

Position: EarlyON Practitioner

Organization: Centre francophone du Grand Toronto – Le Coin ON y va ("TheEarlyON Corner")

Years of Service: 20 years in early childhood education, including as an Educator and Supervisor for a francophone child care centre and over 5 years in EarlyON programming

What do you love about your job?

What I love most about my job is being able to extend my connections and be a source of support for families, as an educator, a mother and a visible minority. I love to help families and their children get ready for school and provide them with the tools they need. In this job, you realize that we provide support to families but they also teach us a lot. That's why we call it a partnership. We offer help and learn in return.



Words of Wisdom for other EarlyON staff in the sector?

I would recommend my colleagues look for training and don't rush into things. Sometimes you need to be trained to be able to support families, for example, basic computer skills. Search for training opportunities with the City and other organizations. Families don't only come to help their children learn. They also turn to us with their questions and worries. We need to be ready to support families and answer their questions.

During this time, it's important to get training on personal well-being because families are isolated and their morale is down. We need to give families the tools for them to build connections and virtually meet other families. Working in partnership with others is also key to support families well.

Announcements

Now Available! Every Child Belongs (ECB) Program Consultation Service

Toronto Children's Services is happy to announce the launch of the EarlyON Every Child Belongs (ECB) program consultation service. Resource Consultants are available to support you and build your capacity to deliver inclusive and enabling EarlyON programs. You can find the EarlyON ECB Program Consultation Request Form at [this link](#) and can submit service requests to EarlyON@toronto.ca. More about the EarlyON ECB consultation service and guidelines can be found on the [City of Toronto Every Child Belongs web-page](#).

Check it Out Has Gone Virtual

In 2014, the Early Identification and Intervention Committee of the Toronto Child and Family Network (TCFN) identified a need for equitable child health screening utilizing a standard, yet flexible, approach. A workgroup was formed representing professionals from various sectors spanning early intervention programs, health care, public health, education, child protection and immigration. Together an integrated, comprehensive and consistent model for screening and early identification, *Check It Out*, was developed. The TCFN is adapting Check it Out for virtual implementation and hopes to roll it out in partnership with EarlyON providers later this year. The model will be piloted in north-west Scarborough with the aim to later expand across the City.

A New Partnership between Toronto Public Health and EarlyON

Toronto Children's Services and Toronto Public Health continue to work together to support families through EarlyON. Over the past month, a Public Health Nurse has been

supporting EarlyON organizations through targeted parental supports and education. Over the coming months, Toronto Public Health will continue to target their efforts by working with EarlyON organizations in communities that have been disproportionately impacted by COVID-19.

A New Indigenous-led EarlyON in Malvern



We are pleased to introduce a new Indigenous-Led EarlyON - Malvern Aboriginal Child and Family Centre - that will support the cultural needs of the Indigenous community in a previously under-served part of Toronto. A big congratulations to everyone who was involved!

The centre is located at 31 Tapscott Rd. in Scarborough and will be operated by Native Child and Family Services of Toronto. Holistic, culture-based programs and services will be offered to Indigenous children and their families and caregivers.

The Indigenous community developed culturally-relevant programs and services to offer at the new centre, including daily drop-in programs, play and inquiry-based learning opportunities using natural and traditional teachings and materials, and Abinooji Circle (parent-child circle time). Special events and workshops will also be offered, including the crafting of regalia, rattles and moccasins,

healthy cooking and teaching of traditional languages. Through additional services such as the Mino Meechum community kitchen and seniors programming, the centre will also serve as an important community hub.

We got a chance to speak about the new centre with Kim Kirkley, Manager of Central/West Early Years and Community Programs at Native Child and Family Services of Toronto.

Here is what Kim had to say:

"The Malvern Centre will be more of a Community Hub, but the primary focus is on EarlyON. There will be cooking programs, parent programs, drumming circles, gardening, and a lot of different programs that all community members can get involved in. Our hub will be cradle-to-grave—we're working with children and seniors and youth. We move with the family. It's not just EarlyON. We follow the family wherever they move. We have always done that.

There will be innovative programs like our fathering program where we go out to meet fathers in the community. There will be outdoor gatherings for learning and an outdoor component to every program where possible. The space is big enough to do planting of traditional medicine. We're excited about all the learning, information and resources we'll be able to share."



What are some of the invisible victories here—the ones that are not in the limelight but are important in your eyes and in the community's eyes?

"A lot of parents who were involved with Headstart and helped with the creation of the new centre are now employees at Native Child because they were on Parent Council, they took responsibility, became active and they experienced that their voice mattered. They know how to get out there and talk about what families need. They got on Parent Councils at schools, joined committees, went up to the north to visit parents there and hear from them. A lot of these parents are now senior supervisors at Native Child. The last time I sat at the project table, I looked around and thought: Oh my gosh, look at this table--they were all parents!

When families are involved in this way, children witness their parents being strong. The little girl watches her mother being involved; she sees that her voice is strong, that her mother was heard and that we're not fighting with anyone to be heard. We're working with everybody. For example, the community wanted an eagle designed into the floor at the new site. It was going to be expensive. After a lot of discussions with all the parties involved, they settled on a feather design and everybody was happy. The eagle had to turn into a feather, but we're working together.

We hear from parents that they want their children to be grounded in their own culture first and to grow up immersed in everybody else's culture too. They don't want their children to grow up isolated or racist. We want our children to know about Chinese culture, Caribbean culture, and all other cultures too. But we want them to first be grounded in their own culture.

All of this makes for stronger Indigenous people. We are on the way to a really healthier community. When I retire, I will walk away happy to have had a part in this."

Vaccination—Helping Communities Be Prepared, Not Scared

The COVID-19 pandemic affects all of us. With public health measures, our personal choices and actions affect others as much as ourselves. Similarly, with vaccination the choice to get the jab is a voluntary one that people make for themselves and for those around them. More important than what decision people make, is how they make it.

There is a lot of talk happening about vaccination, across many platforms. Along with sound information and research, there is a lot of misinformation circulating as well. It is crucial that people have the ability to make their vaccination decision based on trustworthy and evidence-based information, and informed consent. Knowledge is power.

Because of the often close and confidential nature of the relationship between families and EarlyON providers, our sector is well-positioned to disseminate evidence-based information and resources about vaccination to diverse communities across Toronto. When working with families who feel hesitant about the vaccine, it is good practice to communicate that it is okay to not yet be decided, but to take the time to become well-informed and think things through. Encourage families to stay curious, ask questions, and talk about their concerns with people they trust. It is good to listen to what they share with you and keep the door open for further conversations. Just because a person is hesitant today does not mean that they will refuse the vaccine tomorrow.

The links below will help you share reliable information about the COVID-19 vaccines with the communities you serve. You can also [visit this website](#) to download vaccine-related posters, graphics and other resources in

multiple languages to help share messages about the immunization program.

If you have questions about COVID-19 and vaccines, please contact Toronto Public Health. Translation is available in multiple languages.

Hours: 8:30 a.m. to 8 p.m., 7 days a week

Telephone: 416-338-7600

TTY: 416-392-0658

Email: PublicHealth@toronto.ca

Please note that Public Health staff cannot book vaccine appointments over the phone.

Reliable Resources for Vaccine Information:

[COVID-19 Vaccine Flyer from Toronto Public Health](#)

[AstraZeneca COVID-19 Vaccine Fact Sheet from Toronto Public Health](#)

[Toronto Indigenous Vaccine Access](#)

[Information about COVID-19 for the Black Canadian community](#)

"We need to have a frank and uncomfortable conversation."

A Black ECE Shares Her Experiences

"Since George Floyd, I have made a conscious effort to speak truth to power when it comes to prejudice and racism. I told myself: if I see something wrong, I am going to call it out. I don't care who or where. By us black folk remaining silent in a lot of situations, it has actually made things worse. It has kept delusions about the fragility of non-black folks going. It's not easy to speak up, and it makes me feel like I am putting myself out there and that there will be consequences to bear.

So I need you to make a commitment to be uncomfortable. Come to this conversation prepared to feel discomfort. But know that discomfort can bring healing and reconciliation.

I want to have conversations about my experiences as a Black ECE. But in the past, I would always think: I want to say this in a way that is kind. I always felt that if I said something, other staff would make a big deal out of it or complain about me. I was worried that they would relay what I said in a way that makes me seem unkind or overly-picky. I have to work with my colleagues, and I don't need to be in an environment where there is tension. It's hard to bring things up because then they become the elephant in the room. Sometimes I just say, you know what, I'm not going to rock this boat. This is just not right, but I don't want to bring this up. I prefer to just keep the peace.

Others like me experience this too. The thing about speaking up as a Black woman is, if we are assertive, then we are "angry black women." A white person saying the same thing is usually seen as a go-getter—she tells it like it is, she's confident, she's going to go places.

A lot of times we Black folks just swallow things. Then there's the rolling of the eyes and non-black folks say 'there they go again, always bringing race into everything.' We need our careers, we need our paycheque, we need to survive. And so, a lot of times we just swallow things and keep moving.

But I am calling things out more often now. Enough is enough.

One of the ways that I experience racism in the workplace is that people coming into the EarlyON Centre tend to just assume that I am not staff, least of all the manager of the EarlyON program. They'll gravitate towards one of my non-black staff, who then allows the assumption to play out until they have to refer to me for more information. I don't know why they wouldn't just refer the client to me, let

them know that I am in charge and that they need to consult with me on the matter. Clients go away thinking my staff is the manager and then they come back and continue under that assumption, until I step in. This happens repeatedly and, although I feel slighted, I have never brought this up because I knew I would be judged and thought to have blown things out of proportion, and the complaints will begin. For me, these daily little prejudices and assumptions are exhausting to deal with. It's every day—the little things, the micro-aggressions. People don't realize that those little things leave lifetime scars.

I am pained by the things I see play out sometimes at the art corner. Let's say you have 10 butterflies of various colors—purple, yellow, green, black. I have seen parents not allow their children to take the black butterfly. If the child takes it, the parent will take it out of their hands and put it back. It's very disturbing for me to see this, and I see it happen a lot. I've seen many non-Black parents do this. We may say: how can this be seen as prejudice? Well, I ask: why is it that just the black paper, black crayons and black paint are removed from little hands, or steered away from our little ones? Then it goes into steering away from Black kids and people as they grow up. How about teaching them to appreciate All Colours? It sends a clear message to the little ones about diversity.

Anti-Black racism needs to be called out and addressed in every community.

I have seen parents sometimes pull their kids away from Black kids, or they are more guarded around them. It's so painful to watch. When I hear "don't play with her" on the floor, I call it out right away. I walk over and I say 'Not here, this is a family centre. All kids are playing together. We are going to be friends and we are all going to play together.' There is always an excuse—'Oh no no, we didn't mean it like that.' This is also a reason why a lot of Black

families don't take their kids to the playground—many people pull their kids away from Black kids. They are taught that Black children are more aggressive.

There are some groups in my work community with whom I just never feel welcome. They will see me and whisper things among themselves in their own language, in the same room. One of my staff who happens to speak their language has told me that they question why I was given the job as a Black person. These things really hurt and I feel I can never sit down and “break bread” with them.

As black people, what we would like to see is other non-black people standing up for us. We are saying 'no' to the anti-Asian racism we are seeing right now out there. We would like to see the same for us from all the other communities.

It's also really hard for me to see that black kids are always treated like they are adults, especially the boys. I'll see a bunch of kids where the black kids are doing the exact same things as the other kids—acting out, or whatever—and yet the black kids are the ones who are taken to the side, spoken to harshly, policed and disciplined as adults. Our children are not allowed to be children. It's very painful. They're just being kids! It's this kind of thing that makes me feel like we can't ever wake up, go out the door and just be free. Other people teach their kids to live; we teach our kids to survive. We know that race is a social construct, but it might as well be real, because it affects everything and has real consequences for us all in our everyday lives.

As an ECE the other thing that bothers me, and I'll be very frank—senior EarlyON staff rarely look like me. How can we promote diversity when at the top there's no one that looks like me and bring experiences and perspectives like mine to the table? It's not that we are not qualified or have the experience in many instances. It's that we are very rarely

given the chance. We want to be at the table, but not as part of the menu. When people are talking about wanting to make sure things are diverse and inclusive, we have to also look at the top.

A lot of Black parents don't consider coming to EarlyON centres for various reasons. One is that in most Black families both parents are out working and they can't afford to take a day off, so they can't attend EarlyON programs.

Second, even if we reach out to Black families more, a lot of them don't feel comfortable coming to EarlyON and similar spaces because they feel as though their parenting skills are always being questioned and judged and watched. All parents want the best for their kids. This kind of surveillance is a big source of discomfort for Black families. When they do come, there are just a few black families present, and they are left out of cliques of parents who attend often. I do my very best to make such families comfortable when they come. It's because I know what it feels like when I am the only Black person in a space. It's not going to be an easy thing to get Black families to come out, but it's a start when these kinds of conversations start happening. We in EarlyON really should come together and get some concrete strategies and planning in place to get Black families engaged because it's really lacking. Timewise, perhaps weekends might be more convenient for them, so we need to explore other days as well.

Black staff don't share much personal information at work as we feel more likely to be judged by others. Personal information can be used against us as grounds to promote or not. Because we are not as open in this way we rarely get invited to informal, outside-of-work lunches and activities. These activities are bonding; they build workplace relationships and are doorways to opportunities. We are missing out on opportunities because we are not building relationships in the same way as

others. I have worked in places where sometimes we the Black staff were not aware of informal lunches, until we realized we were alone in the building. I know for myself and many black women, we do say "No" to the invites when they do happen, as we worry that we may say more than we should and that those things can then be held against us. So we too have to learn to figure out how to accept the invites and navigate these effectively, so that it pays off professionally.

Personally, I'm done with being quiet in order to keep others comfortable. In the past, I would act differently around non-Black people just so that they would not feel threatened and would be comfortable in my presence. I would not bring up certain things because I didn't want to make others uncomfortable. Many Black people laugh less loudly, talk more quietly and walk differently around others—to keep others comfortable with our presence. We are forced to “code-switch.” It's a lifelong art of being black in a white space, and it's exhausting. Why do I have to constantly prove my humanity to others?

Black people have been comforting white people for a long, long time. We have always had to prioritize the comfort of white people, and other non-black people as well at times. To Black people I would say: Just stop this. Just be yourself. End the delusion of white fragility. Don't feed it.

And to non-Black folks I would say: I hope there was an aha moment for you here. Black people have handled a lot of hardship and still are doing so. If we can survive all the prejudices, racism and being uncomfortable in many situations, you can take being a little uncomfortable too.

We seriously need to have these conversations with each other to heal the wounds and have reconciliation. This is the only way."

EarlyON's Commitment to Address Anti-Black Racism

In the next two months, Toronto Children's Services is consulting with Black leaders within the EarlyON sector to learn, seek advice and insights, and solicit feedback on strategies to effectively engage and facilitate positive outcomes for Black families, their young children, and people working in the sector. The final product will be an Action Plan to be implemented specific to the EarlyON sector.

Please reach out to your EarlyON Consultant if you would like to be involved and share your perspectives.

The Joys of Gardening with Families during Lockdown

Two EarlyON Organizations Tell Us about How They Switched from Backyards to Balconies and Kits



Shobha Adore
Executive Director
Braeburn Neighbourhood Place

When the pandemic first hit, families were abruptly asked to stay home. Most of the families we serve live in highrises so they were spending long days in very little space and this proved to be quite a challenge for them. We

had already started distributing activity packs at this point, and families were asking us for more and more activities to keep their kids occupied.

Under Toronto Public Health's guidelines during the pandemic, there was no way we could do our normal gardening program. So we tried to figure out what we could do and came up with this Balcony Gardening idea as an experiment. We invited families to join the experiment by reaching out to them through our food security and food cupboard programs. Before we knew it, we had 42 families signed up! 42 is a fantastic number for a program we've never done before.

Normally, families that have several young kids tend to not come to our community garden because supervising a number of kids in a garden space proves difficult for them. But with the Balcony Gardening program we had so much more uptake because parents had more control over their own balcony space. Balcony gardening is more scaled-down and more manageable. As a result, more people did it. The number of people participating doubled. Many gave feedback about what a great experience it was and asked "will we be doing it again?" It's interesting that out of the pandemic, something so terrible, there were things that we started that people want to continue doing even when this is all over. We have always done community gardening the way it was normally done. Now we intend to keep this going as part of our Food Security Strategy.

The feedback has been amazing. This was just what families needed during lockdown. Families told us that Balcony Gardening was an activity they could safely do outside, in an environment that they could control. The whole family got some exercise together and it helped to create routines for their kids. Watering, weeding, and harvesting gave all the benefits of structure for kids who were out of their

regular routines; parents were so glad to have that! Families talked to us about how great it was to be able to give their kids responsibilities that were manageable.

One of the greatest delights of this program was that kids who normally turned up their noses at veggies all of a sudden thought they were the best things ever (because they grew them with their own hands). They were also fascinated by the fact that they could pick a vegetable and then soon there would be more! Once they learned that food was renewable and that they could contribute to the dishes their parents were making, they didn't want to stop gardening.

Everything we did in this program we just figured out as we went along. Some of the key takeaways for us are that families who didn't think of themselves as gardeners participated because we scaled it down, made it do-able for them and got them the support they needed to get it going. We give people a choice of either taking plants with seeds, soil, and pots or planters that come with seedlings already in them. Families can choose based on where they are at in terms of time and what they think they can do. They tend to come to the centre to pick up the plants so, right from the beginning, the kids are invested. They really take ownership of the process and work with their families to set up their little gardens on their balconies. For the future, we will be adding in more resources, recipes and tips for engaging children in the learning process.



*Amada Cisternas
Supervisor
Davenport-Perth Neighbourhood and
Community Health Centre*

At our EarlyON we have a dedicated mini-garden at the centre where, in the spring, we plant food with kids. We have also done gardening programs in partnership with the Ojibiikaan Indigenous Cultural Network; these programs are about how to acknowledge the land in simple and practical ways. We plant and do different ceremonies. The kids learn about the animals and birds of Ontario through puppets. They sing about the waters, burn tobacco outside and cook some traditional foods.

Currently, with the pandemic lockdowns, we have shifted to offering our new Online Spring Program through which we give families all the resources and materials they need to explore spring from home. Kits contain pots, soil and seeds and they come with simple science and nature-exploration activities. The activities we include encourage families to be in the outdoors. Together, families create nests; make bracelets out of twigs and flowers; collect, smell, and touch the spring flowers; look at the skies and clouds and feel the wind. We offer different activity kits for different ages.

Usually, families register for one and then the rest of the activities fill up really quickly. Children love it.

Self-Compassionate Principles during a Time of Grief

During the COVID-19 response period, as professionals, you have been called upon to provide extraordinary support to families and children with grief, bereavement, mental health and trauma. While you carry out your duty to support others, it is important to not forget about yourself and to make space for the care that you deserve. Here are 10 principles of self-compassion, as shared by "Bereaved Families of Ontario"—a local non-profit organization whose cause is to support people dealing with grief.

1. You have the right to experience your own unique grief

No one else will grieve in exactly the same way you do. When you turn to others for help, don't allow them to tell you what you should or should not feel. You have the right to talk about your grief.

2. Talking about your grief will help you heal

Seek out others who will allow you to talk as much as you want, as often as you want, about your grief. If at times you don't feel like talking, you also have the right to be silent.

3. You have the right to feel a multitude of emotions

Confusion, disorientation, fear, guilt, and relief are just a few of the emotions you might feel as part of your grief journey. Others may try to tell you that feeling angry, for example, is wrong. Don't take these judgemental responses to heart. Instead, find listeners who will accept your feelings without conditions.

4. You have the right to be tolerant of your physical and emotional limits

Your feelings of loss and sadness will probably leave you feeling fatigued. Respect what your body and mind are telling you. Get daily rest. Eat balanced meals. And don't allow others to push you into doing things you don't feel ready to do.

5. You have the right to experience grief-bursts

Sometimes a powerful surge of grief may overcome you. This can be frightening, but it is normal and natural. Find someone who understands and will let you talk it out.

6. You have the right to make use of ritual

Mourning rituals do more than acknowledge the death of someone loved. It helps provide you with the support of caring people. More importantly, memorial activities are a way for you to mourn. If others tell you the funeral or other healing rituals such as these are silly or unnecessary, don't listen.

7. You have the right to embrace your spirituality

If faith or spirituality is a part of your life, express it in ways that seem appropriate to you. Allow yourself to be around people who understand and support your religious beliefs. If you feel angry at a higher power, find someone to talk with who won't be critical of your feelings of hurt and abandonment.

8. You have the right to search for meaning

You may find yourself asking: Why did they die? Why now? Some of your questions may have answers; some may not. Watch out for the clichéd responses some people may give.

Comments like "It was god's will" or "Think of what you still have to be thankful for" are not helpful. You do not have to accept them.

9. You have the right to treasure your memories

Memories are one of the best legacies that exist after the death of someone loved. Instead of ignoring your memories, find others with whom you can share them.

10. You have the right to move toward your grief and healing

Remember, grief is a process, not an event. Be patient and tolerant with yourself and avoid people who are impatient and intolerant with you. Neither you nor those around you must forget that the death of someone loved changes your life forever.

Addressing Anti-East Asian Racism

The global pandemic and prolonged local shutdowns have put pressure on all of us, but especially East Asian communities who are being scapegoated for the impacts of COVID-19. We have seen more harassment, discrimination, and even violence directed at these communities. In response to the rise in Anti-East Asian xenophobic harassment, the City of Toronto has partnered with Hollaback! to offer free bystander intervention training to equip you to address xenophobia when you encounter it. You can register for upcoming trainings at [this link](#). For more City of Toronto information and resources for addressing Anti-East Asian racism, please visit [this page](#).

Ask A Resource Consultant

Hi everyone, my name is Stephanie Hennaoui and I work as an Every Child Belongs (ECB) Resource Consultant, here to support EarlyON staff in creating more inclusive programs.

In this column, I will be sharing tips and answers to some of the most common questions I get from staff working with young children.

One of the questions I often get is around creating a calming environment. Staff will say to me, "My program feels out of control. What do I do?"

The first thing I would encourage you to do is a self-check. Acknowledge your feelings and remember that you are not alone, we all feel uncertain at times.

Next, examine your expectations of the children and families in your program. Are there too many transitions? Does everyone understand the routines of the program? Are the expectations too high? The more you ask them to do the more chances there are that program participants will struggle with following your pace and instructions.

Take a look at your session plan. How many transitions do you have per session? If there are too many, try to reduce the number. You may find that this brings more ease and order to your session and that all the kids handle the pace well.

Communicate expectations around routines and transitions with the children in a way that is at their level. Keep your language simple and avoid too many words and long sentences. Use visuals and pictures to reinforce the expectations and cues.

When it comes to using cues with young children, it's best to use a "first-then" format. For example, "first we are going to play, then we are going to sing songs." It is also helpful to give cues in different formats. When you use visuals or pictures, include the words that go along with the picture. Consider putting together a "visual schedule" with pictures that you can use to communicate the routine or what they will be doing in your session.

An important thing to remember when creating a visual schedule is that at a very young age, kids are literal not conceptual. As they get older they get better at understanding symbols. So try to use actual photos as opposed to cartoon pictures, symbols or illustrations. It can be as simple as taking photos with your camera and pointing to the photo as you give directions like "it's tidy up time" or "it's goodbye time."

In EarlyON you have the opportunity to engage the whole family and therefore parents and caregivers can participate as your helpers. You can enlist their support, for example, to do countdowns before switching between activities or to help you give the cues.

When everyone, including the children have an idea of what to expect they may feel more calm and you will be setting up for success.

For more information on creating a calming environment in your program and for families at home please visit [this page](#).

Professional Learning

Upcoming Training Dates for Outdoor Programming

The City of Toronto and Seeds of Play are have prepared workshops for EarlyON Child and Family Centre staff focused on outdoor programming and delivery during COVID-19 and beyond. These workshops will focus on outdoor play, pedagogy, and program delivery.

- Monday April 26th, 2021 - 4:30pm to 6:30pm
- Tuesday April 27th, 2021 - 10:00am to 12:00pm
- Wednesday April 28th - 1:00pm to 3:00pm
- Tuesday May 4th - 10:00am to 12:00pm
- Wednesday May 5th - 1:00pm to 3:00pm
- Thursday May 6th - 10:00am to 12:00pm (French Session)
- Friday May 7th - 1:00pm to 3:00pm

Upcoming Community of Practice Sessions for Program-Level Staff

- Friday May 14th, further details to be released
- Tuesday May 18th, further details to be released

Mental Health Education Series

The next session in our series is a partnership with FoodShare Toronto and is on the topic of

"The Relationship Between Food Insecurity, Racism and Mental Health." Please save Thursday May 27th from 12:00-1:30 in your calendars, and more information will be sent out closer to the event.

For further information about professional development opportunities, please contact: Jessica.Abraham@toronto.ca